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USSR Report

HUMAN RESOURCES

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LABOR

KAZAKH GOSKOMTRUD CHAIRMAN ON LABOR RESOURCE UTILIZATION

Moscow SOTSIALISTICHESKIY TRUD in Russian No 5, May 85 pp 84-88

[Article by Aubakir Kosymkanov: "The Efficient Utilization of Labor Resources"]

[Text] The problem of management of labor resources and their efficient utilization in the context of various industries and territories has now become especially urgent. This is associated on the one hand with the steady growth in economic development of the country and its individual regions, and on the other hand with a reduced increase in the size of the labor pool.

Improvement in labor resource management are of special importance for the Kazakh SSR - a republic with an intensively developing economy. An important role in this effort is given to further perfection of planning and accounting methods based on developing and applying more fractional balances for each administrative and territorial unit of the republic (urban, rural area, and when necessary, for individual rural soviets and urban settlements). The need for the latter is dictated by the fact that summary balances of labor resources, developed for an entire republic, oblast, and recently for city and oblast centers, are sometimes not effective as a tool for labor resource management in outlying areas. The data in them often does not completely reflect the state of affairs in cities and rural areas that have specific features of composition and utilization of labor resources.

Unfortunately, work in compiling labor resource balances for urban and rural areas is not being done everywhere, which complicates the development of concrete organizational and practical measures for labor resource management in local administrative and territorial units. Some practical steps are being taken to eliminate such negative phenomena in the republic.

In 1979, the KaSSR Goskomtrud developed a new form of urban data sheet consisting of two parts and 14 tables. It contained population and labor resource indicators, including labor resource balances and estimates of public production's additional manpower requirements and sources by city. The tables are considerably shorter and simpler than previous ones, which has eased the work of economists and inspectors for local labor organizations in keeping data sheets, and has contributed to systematizing labor resource and population data and improving office work during this phase. Problems of organizing urban data sheets were set forth in an instructional letter to labor departments that contained systematic recommendations for filling out the tables.

The production of urban data sheets is not a one-time, but rather an ongoing operation being carried out by our labor organizations. The data sheet has become the basic document for calculating, planning and monitoring the distribution and utilization of urban population and labor resources, for providing enterprises and organizations with manpower, and for substantiating an increase in the numerical limits of blue and white collar workers for a period being planned. Data from it are considered in preparing projects for plans of urban economic and social development, analytical notes and reports on labor and labor resource problems for review at executive committee meetings and sessions of city soviets of peoples' deputies. This information is also used in recruiting workers, resettling families and in the operation of city job placement agencies. It should be emphasized that such balance estimates provide a clearer picture of the state of affairs of labor resources and indicate possible sources of providing industry with personnel.

Information from data sheets enables a republic Goskomtrud and its organs in outlying areas to prepare timely and qualified findings for projects of city general plans and regional layout diagrams, and to provide the basis for placement of new industrial enterprises and the expansion of existing ones. Concrete proposals for improving the utilization of labor resources in various industrial and territorial contexts are prepared based on analysis of information from urban data sheets and on full evaluation of the state of labor resources in the oblast and republic in general. Special attention is given to matching labor resources to the actual existence of jobs, eliminating imbalances in using male and female workers and drawing available able-bodied population into public production.

Studying and analyzing the information from data sheets, we prepare proposals and estimates on the over-all development of small and medium-sized cities, directed at improving the full employment picture for a sector of industry. The importance of an immediate solution to the problem of developing small and medium-sized cities while taking into account current labor resources and the existing demographic situation is dictated by the following circumstances. In Kazakhstan, 65 out of 83 cities are small and medium-sized with populations up to 100,000. A considerable part of these, with concentrations of mining and manufacturing industry facilities, play an important role in the republic's economy. They account for 40% of all industrial workers in the republic.

An analysis of sector employment structure in cities, conducted by the KaSSR Goskomtrud on the basis of data sheets and labor resource estimates developed by local labor organs, made it possible to distinguish four groups of cities based on level of industrial development and utilization of the able-bodied population by gender:

Group I (11 cities) is characterized by a concentration of sectorial industry with predominant utilization of women's labor, totalling 53.7-89% of those engaged in industrial production;

Group II includes 30 cities that appeared in connection with mineral processing and the presence of heavy industrial manufacturing enterprises with predominant

use of male labor, and women providing 19-49% of the workforce. Included in this group are Balkhash, Leninogorsk, Zyryanovsk, Ekibastuz and others. Fuel and energy industries, as well as ferrous and non-ferrous metallurgy, are well developed here;

Group III includes nine cities in which the level of industrial development is virtually identical and male and female labor is utilized in an equal ratio. This includes Dzhetysaj, Makinsk, Sergeyevka and others, where the employment level of women in industry is 49-53%. There is reason to believe this figure will continue to increase, contingent on the location here of small industrial enterprises and the expansion of nonproduction industries;

Group IV encompasses 15 cities with a very low level of industrial development. Here 1.5-12% of those involved in public production work in industry. This group includes Temir, Charsk, Panfilov, Sarkand, Chapayev, Ermentau, Bulayevo and others. Usually each contains no more than two or three enterprises, engaged in repair of agricultural equipment or processing of agricultural products.

As shown by the information in the data sheets, most of these small and medium-sized cities have a favorable demographic situation, resulting from the population's high birth rate and low death rate. They are, however, characterized by a high migration rate. Population decrease has been recorded in 32 small and medium-sized cities. The fundamental reason here is that ministries and government departments, especially on the republic level, fail to give due consideration when planning distribution of productive forces to such factors as the presence of certain available labor resources in the majority of these cities and the fact that they have active transportational and economic links with other areas of the republic and country. As a result of this, for example, only 21 out of 65 small and medium-sized cities received some development from new industrial construction in the 10th Five-Year Plan. This caused a flow of population to larger industrial centers.

Considering the existing state of affairs, the KaSSR Goskomtrud in 1981 studied a schedule of new industrial facilities slated for construction and expansion during 1981-1985 and submitted its recommendations for efficiently locating new industrial enterprises and providing them with a workforce from local labor sources. This also envisaged the development of small and medium-sized cities. The recommendations were submitted to the KaSSR Gosplan and USSR Goskomtrud. Forty four small and medium-sized cities of the republic have already received industrial development during the 11th Five-Year Plan.

Information from data sheets and labor resource balances for cities and rayons were used in preparing estimates that characterize, in the context of urban settlements and rural populated areas, the workforce requirements of newly located industrial enterprises and associated industries serving them, and possible ways of supplying that workforce from local labor resources. However, as experience has shown, an anticipated increase in local labor resources can not always satisfy new industrial construction's manpower needs. Such a situation developed at the Chilisaysk phosphorite mine (Oktyabrsk Aktyubinsk Oblast), at the "Karatau" production association (Zhanatas Dzhambul Oblast), at the GRES-1 and GRES-2 [State Regional Power Plants] and the "Vostochnyy"

coal mine in Ekibastuz, the Karagandin rubber engineering products plant, and a number of others. This is attributed to the fact that these industrial facilities are located in areas low in population but rich in natural resources, where anticipated growth of labor resources by gender does not satisfy the need.

On the basis of this, the KaSSR Goskomtrud in its recommendations noted that the problem of providing manpower for newly located, nationally important industries in Ekibastuz, Oktyabrsk, and a number of other cities, can be solved only by mobilizing all resources within the republic, with allowance for redistribution of manpower from other union republics.

In Khazakhstan, with its wide range of natural and climatic conditions, the labor resource problem is no less acute in rural areas than in the cities. This is largely because the rural population, being more widely employed in public production, at the same time serves as an important reserve and source of augmenting the cities' labor resources. The present ongoing flow of a certain part of the rural population into the city is occurring both as a result of migration and the transformation of rural populated areas into urban ones. Thus, the rural area of the republic is developing an unfavorable age structure among the population, which may in the future grow even worse, making it difficult to provide workers for agriculture. The solution to the problem of fuller and more effective employment of labor resources in Kazakhstan agriculture is further complicated by the existence of a large number of small populated points. There are presently more than 21,000 of them; 12,000, or 56.6%, have fewer than 50 residents.

Particularly alarming is the fact that the rural population is leaving these small populated points, where there is less availability of social and cultural services. According to data from a recently conducted study, the rate at which residents are leaving these settlements is 2-3 times greater than from central farms of sovkhoses and kolkhoses. Sometimes entire families leave.

The results of the study showed that 75.5% of those migrating from rural areas are young people 16-29 years of age, 13.5% are from 30-40 years old. This is not only reflected in a lowering of the birth rate and in the "aging" of the rural population, but has a negative effect on the ability to provide manpower for agriculture. Thus, it is no accident that agriculture is now the most undermanned sector, with a deficit of workers that currently totals about 35,000.

The tension that exists in rural labor resource balances, particularly in the northern and eastern oblasts--the most important economic regions of the republic, has made it necessary to compile labor resource balances in connection with rayons and rural soviets.

In recent years the shortage of labor resources has begun to be felt in rural areas and the southern oblasts of the republic, especially in suburban zones of large cities. In September of 1984, the manpower shortage in four suburban areas of an oblast capital totaled 30,100 in crop cultivation alone. Suburban organizations planned to make up part of the shortage, in the amount of 19,900 people, by utilizing the local population: students, housewives, retired people, and also workers and employees from enterprises and organizations

located in the rural soviets' jurisdiction; the remaining 10,200 were to come from workers, employees, and students from Alma-Ata and regional centers. However, the sovkhoz and kolkhoz managers in their applications considerably exceeded the actual requirements for workers enlisted to harvest vegetables. According to their applications, 12,800 people from enterprises, organizations and educational institutions of Alma-Ata and more than 7,900 people from four regional centers were enlisted daily for agricultural work. At the same time, the local soviet and business organs of the suburban area under-utilized their own available labor resources. Only 3% of the able-bodied population engaged in household and private farming were enlisted for agricultural work during this period.

The KaSSR Goskomtrud, taking this into account, developed balance estimates of labor resources for six urban settlements and 236 rural populated points, as well as estimates of agriculture's additional manpower needs and sources of providing it for 61 suburban farms of the Alma-Ata Oblast. This helped to reveal considerable reserves. In the rural soviets and farms of the Kaskelen, Talgar and Enbekshikazakakh rayons of the Alma-Ata Oblast the number of temporarily idle young people graduating from general education schools, able-bodied population engaged in household and private subsidiary farming, retired people and invalids exceeded by many times the number of those recruited from other sources. After examining these questions, the local soviet and farm organs were able to better provide agriculture with workers from their own personnel.

Oblast labor organs generalized all these materials and developed proposals for a fuller and more efficient utilization of labor resources of the rural area of the Alma-Ata suburban zone. In accordance with adopted decisions, city and rayon executive committees and local soviet and operational organs during the most labor-intensive months of every year develop balance estimates of labor resources and agriculture's additional manpower needs, as well as potential sources of labor. Based on these, they take measures for fuller and more efficient utilization of labor resources.

Crucial to the further improvement of utilization and distribution of labor resources is the motivating the executive committees of rural, town, city and rayon Soviets of people's deputies to develop and use territorial labor resource balances. Here the rayon planning work of the Enbekshikazakh rayon of the Alma-Ata oblast is worthy of attention. In conjunction with the executive committees of the rural soviets it annually compiles labor resource balances for each populated point of the rayon and ties them in with the kolkhoz and sovkhozes' manpower needs for the year and for the third quarter (months of great labor intensity in the agriculture industry). Questions of mobilizing labor resources in an agricultural campaign period on the basis of improving balance estimates, improving accounting and planning of local labor sources and conducting organizational measures in that direction are regularly reviewed at rural soviet sessions, and at meetings of the executive committee and its standing commissions. Thus, the Zhanashar rural soviet before beginning an agricultural campaign conducts counts of citizens in each populated point, where in each family assignments are given for weeding and harvesting of vegetables, taking into account family members' capacity for

work. Public commissions are appointed from among a village's deputies and activists, with responsibility for conducting labor resource inventories and organizational and informational work in given sectors.

The executive committee of the Zhanashar rural soviet along with the directorship of the "Oktyabr" sovkhos use an effective system of moral and material stimulation of the labor of population enlisted for agricultural work. Winners of socialist competition are awarded prize jobs and monetary awards. Free trips to sanatoriums and resorts, scarce goods, the best haymaking sections, fuel, etc, is allotted to them. Also, the fact that child care facilities have been constructed with sovkhos funds helps to attract able-bodied housewives into public production.

The development of urban data sheets and rural region balances undoubtedly is of great practical importance in managing labor resources. They make it possible to identify possibilities and shortcomings in the formation and distribution of labor resources for types, spheres and sectors of the economy of each city and rural area, and to develop measures to more fully and rationally utilize these resources.

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LABOR

LITHUANIAN GOSPLAN OFFICIAL SURVEYS LABOR OUTPUT

Moscow PLANOVYE KHOZYAYSTVO in Russian No 7, Jul 85 pp 37-43

/Article by B. Zaykauskas, chairman of Gosplan for the Lithuanian SSR:
"Administration of Labor Resources in Lithuanian SSR"/

/Text/ The problem of improving the administration of labor resources and their utilization is assuming greater importance in the Lithuanian SSR in light of the tasks assigned by the communist party in connection with a maximum intensification of social production. In conformity with the decisions handed down during the April (1985) Plenum of the CPSU Central Committee, a more energetic attempt must be made to achieve quality improvements in the republic's economy, the scientific-technical renovation of production must be ensured and a high international level for labor productivity achieved.

A number of measures are being carried out in the Lithuanian SSR aimed at improving the use of the existing cadres of workers and specialists. A high level of employment has been achieved in the national economy for the population: approximately 94 percent of all labor resources (taking into account pupils and students who are obtaining their education with a break from production). At the present time, the opportunities for redistributing man-power among branches and spheres of activity are sharply limited. The demographic processes which are taking place during the 1980's are bringing about a noticeable reduction in the population increase in the able-bodied age. The increase in this category of the population during the current five-year period was considerably less than during the previous one. No substantial change is expected in this situation over the next few years. Moreover, a considerable increase is expected during this period in that portion of the population which is of pension age, the result of a prolonged reduction in the natural age of the population. For example, it has decreased by almost threefold in the Lithuanian SSR over the past 25 years.

Under these conditions, importance is attached to achieving a clear balance in the volumes of production and services on the territory of the republic with the amount of labor resources. The situation is complicated by the fact that large industrial projects are being built in the republic during the current five-year plan -- Ignalina AES /atomic electric power station/, Mazheykyay Petroleum Refining Plant and others, which must be staffed with skilled cadres of workers and specialists.

It bears mentioning that during the post-war years, in the presence of considerable man-power reserves in the republic's rural areas, a migration of the population from rural regions into the cities took place. The extent of this process is borne out by the following data: during the 1961-1970 period, the mechanical increase in the population amounted to roughly 65 percent of the overall increase in the size of the municipal population. At the present time, the problem of man-power balance is associated even more with ensuring a proper employment rate in agricultural production and this requires a change in the unilateral direction of the migration, that is, not only from the rural areas to the cities, but from the cities to the rural areas. Substantial importance is being attached to conscientiously controlled migration in conformity with the specific tasks for developing the republic's national economy.

A complex of measures has been developed and is being carried out in the Lithuanian SSR in connection with ensuring a sound balance in labor resources and a maximum economy in live labor. We consider the chief trend in this work to be that of orienting all measures concerned with scientific-technical progress towards lowering labor-intensiveness, solving completely the problem of production intensification, achieving a scientifically sound settling of people and placement of productive forces and improving the planned regulation of labor resources not only on the scale of a republic as a whole but also for individual territorial units -- cities, rayons and also for each association, enterprise, kolkhoz and sovkhos. The decisions adopted by the party and government in recent years with regard to improving planning and the economic mechanism and expanding the rights of local soviets of people's deputies and others, are opening up great opportunities for improving labor administration. The organizational and economic work of the republic organs is directed towards carrying out the tasks arising from these decisions.

One of the first areas of concern in this regard is the development of a labor resource balance which, as is known, is closely associated with a definite territory -- a republic on the whole, a city or a rayon. In the process, a balance must be achieved throughout the entire chain of economic relationships. A labor resource balance has been developed for the 11th five-year period in the republic which has a territorial plan. Thus the labor resource balances are prepared not only for a republic but also for all of the principal administrative units up to a rayon inclusive. In the process, strict mutual coordination with the indicators of the balance is ensured for the entire republic. The labor resource balances are developed separately by cities and rural area.

The level of support in the form of man-power for kolkhozes and sovkhoses and the demographic structure of the population for individual regions of Lithuania differ considerably. Thus, for individual regions it differs up to twice as much in agricultural production. Therefore, when solving labor resource problems it will be necessary to give very close attention to the local conditions, to the peculiarities and character of production and so forth.

A definite amount of experience has been accumulated throughout the republic in the development of territorial balances for labor resources. Even in the early 1970's, Gosplan, jointly with Goskomtrud /state labor committee/, municipal executive committees and rayon executive committees, began composing labor resource accounting balances for all cities and rural regions.

Statistical accounting in this area did not exist at the time. The balances necessarily had to be prepared for all cities and regions, otherwise they would make no sense and the required proportionality would not be achieved. Accumulated experience made it possible, commencing with the current five-year period, to convert over to composing planned labor resource balances based upon a single continuous method and involving the use of common indicators and forms for all of the cities and regions and to approve them as part of the five-year plan.

The development of a labor resource balance having an adequate degree of detail on the territory of the republic is promoting the creation of a single system for planning and controlling the use of man-power, for ensuring balanced requirements with its availability, proper mutual coordination of the territorial and branch aspect of the plan and the rational redistribution of man-power. In addition, the existing system of planning conforms to the system of indicators for statistical accounting. Efficient interaction in the work of the republic's CSA and the USSR CSA in carrying out this important work is ensured and this has made it possible to convert over to the formation of not less than two labor resource accounting balances, with complete territorial detail for a five-year period.

At the present time, new and more complicated problems are arising in connection with realizing further improvements in balance work. First of all, a need exists for systematically analyzing the utilization of labor resources, the computations and justifications for man-power requirements, the organization of work concerned with uncovering sources and reserves for augmenting the man-power; strictly carrying out the requirement which states that any increase in the number of workers must be confirmed by specific and real sources for satisfying the additional requirement.

Certainly, preparation of the labor resource balances is the foundation, without which it would be impossible to hold a serious discussion on controlling and planning man-power. However, this is only one aspect of the problem, albeit an important one. It is equally necessary to ensure complete coordination of the labor resource balances with the plans of specific production and other economic units. In our opinion, an effective means for accomplishing this is a well adjusted mechanism for limiting man-power. Within the republic there is a specific system, approved by appropriate decisions handed down by the Central Committee of the Communist Party of Lithuania and the Council of Ministers, for developing and establishing such limits and also for exercising control to ensure that they are observed. The republic and union-republic ministries and departments must coordinate the planned number of industrial-production personnel and recommendations for increasing it with the republic's Gosplan and Goskomtrud; their subordinate enterprises and associations -- with the appropriate municipal executive committees and rayon executive committees and enterprises and associations of union subordination -- not only with the municipal and rayon executive committees but also with Gosplan and Goskomtrud for Lithuania. The indicators for the labor plan of an enterprise are not reviewed at the republic level if they were not discussed in advance in the executive committees of the appropriate local soviets. In our opinion, it is very important for the municipal and rayon executive committees to participate directly in determining the limits for labor and exercising control over their

observance, such that their decisions in this area will be competent for all levels of administration throughout the republic.

In establishing the limits, we base our action upon the fact that the development of production at existing enterprises must be carried out while reducing the number of workers and, in any case, with no increase in workers. According to the results for 1984, such a situation was achieved by almost one out of every two industrial enterprises in Lithuania.

For example, positive experience in this regard was accumulated in Vilnius, Kaunas and some other cities, where an effective system was created for influencing the process of man-power movement and particularly in industry. The planning committees of executive committees are involved directly in this work.

Following the carrying out of appropriate work at all levels, including the union ministries and departments, the limits for the number of industrial-production personnel are approved for the current five-year plan for all of the ministries and departments, enterprises and associations. Limits are also developed and approved for each year planned. This is aimed at carrying out the requirement for a strict balance of the increase in the number of workers with the opportunities for attracting new labor resources into production and creating a barrier against the development of any disproportions in this area. It bears mentioning that agricultural production in the republic requires the use of a more consistent approach in solving the problem concerned with ensuring that such an important sector as livestock husbandry is adequately supplied with man-power, with full consideration being given to existing specialization and the planned accelerated development of this branch.

Recently adopted measures are furnishing definite positive results. Thus the increase in the number of industrial-production personnel in the republic during 1981-1984 was less by a factor of 2 than during the 10th Five-Year Plan and the actual number -- somewhat lower than the established limit. Within the republic, considerable importance is being attached to the fact that the number of workers in agriculture has not decreased over the past few years. The initial signs of a migration of the population from cities to the rural areas have appeared. Certainly, this is taking place as a result not only of improvements in planning and regulating man-power but also owing to the carrying out of a broad complex of measures for social development in the rural areas. Beyond any doubt, regulation of the creation of new working positions in the cities, and particularly in industry, has played a definite role here.

For an adequate balance of the available man-power with the requirements for it, there must be an efficient business-like relationship between the territorial organs on the one hand and the ministries and departments, particularly union organizations, on the other, during the stages both for developing the plans, especially the five-year plans, and for implementing them. Such interaction is developing properly and yet some ministries and departments of the USSR are still not devoting adequate attention to the efficient use of man-power and at times local conditions are not being taken fully into account in this regard. We are still encountering incidents throughout the republic wherein the planning institutes and the ministries themselves readily change, by way of a reduction, their planning with regard to man-power requirements. The reason for

this -- insufficiently sound pre-planning projections, as borne out by an analysis of the recommendations made by union ministries for the development of subordinate enterprises on a long-term basis: recommendations are often introduced which call for a considerable reduction in labor-intensiveness in existing production operations and at the same time proposals are made for building new enterprises for the production of the same product. Generally speaking, it is still only rarely that one encounters truly sound proposals for the technical re-equipping or modernization of existing enterprises; a preference is still being shown for the extensive trend -- their expansion or new construction.

As is known, the task of raising labor productivity in the national economy is a rather complex one. The solving of this task requires the use of an all-round approach and the promising program-special purpose method. In Lithuania, a number of all-round programs have been developed and are being implemented for the 11th five-year period and they are directed towards ensuring the efficient use of man-power and production mechanization and automation and achieving a maximum increase in labor productivity, including all-round programs for the intensification of industrial and construction production which will encompass the scientific-technical, economic, organizational and social aspects of this important problem.

The programs for intensification have been developed at three levels: republic, ministries and departments of the republic and also enterprises and associations. An attempt has been made to develop an all-round program for the intensification of industrial production also for a city. It will be carried out during the current five-year period in the city of Alitus.

The development of a multiple-level program for intensification, based upon a single method and continuous indicators, is a laborious task and one which requires good organization and a constructive solution for a number of meteorological and scientific problems. However, in the absence of such developments it will be impossible to ensure control over labor resources on a scientific basis, since only purposeful measures make it possible to bring the man-power requirement into line with the opportunities for achieving a labor resource balance. Taking into account the positive experience accumulated in carrying out the all-round programs for intensification, the decision has been made to develop them also for the 11th Five-Year Plan.

In solving the problem of intensification, a special role will be played by those questions concerned with reducing the sphere of use of manual labor, especially in the carrying out of loading-unloading, storehouse and transport operations. As is known, a bottleneck at the present time is the mechanization and automatization of an entire complex of auxiliary operations. In addition to leading and highly mechanized or automated technological processes, the transporting, loading and unloading of semi-finished goods, parts and products are often carried out manually. This hinders the creation of continuous technological processes throughout the entire production cycle, right up to delivery of the finished product and to a considerable degree it ensures the positive results achieved in the principal production operation. In view of this fact and also taking into account the broad opportunities for solving this problem on site, a program has been developed and is being implemented throughout the republic aimed at reducing manual labor in auxiliary production

operations, in accordance with the interdependent chain of industry - transport and trade. Thus an attempt has been made to solve the inter-branch problems in this area.

The following principal problems are being solved in carrying out the mentioned program:

...the development of new progressive and promising methods for transporting goods, based upon the mechanization of loading and unloading processes. One such method -- the transporting of products in packaged equipment, that is, in special containers;

...the guaranteed maintenance in working condition of the entire pool of loading equipment, mainly by reducing idle time caused by technical factors, the efficient use of such equipment, the creation of rental centers and so forth;

...improvements in the organization of loading and unloading operations and particularly improvements in the establishment of labor norms.

The effectiveness of the use of packaging equipment that is suitable for direct use in the trade halls of stores is beyond dispute. Labor productivity was raised by almost twofold during the 10th Five-Year Plan as a result of the use of such equipment in trade. This result is being realized through the complete mechanization of the entire system of goods movement and by reducing to a minimum the transshipments of goods, the number of which, from the moment a product left a plant conveyor line until it was delivered to the consumer, often reached 20. As a result of the implementation of the mentioned program, the volume of transshipments of goods in specialized containers must be increased by not less than twofold. In 1985, this will ensure the transporting in this manner of up to 50 percent of the overall volume of transshipments within the republic and in the Minpishcheprom /Ministry of the Food Industry/ system of the Lithuanian SSR.

There are also important measures of an organizational nature. For example, the functions of the leading organization for all-round development, for raising the organizational level in the administration of product movements and for introducing the use of packaging equipment have been assigned to the republic's Mintorg /Ministry of Trade/ and the functions of the lead organization for coordinating operations in the unification of the equipment being employed for containerization and packaging in all branches of the food industry -- assigned to Minpishcheprom for the Lithuanian SSR. The lack of responsibility for the packaging equipment, which resulted in insufficient use of this equipment, has been eliminated. At the present time, one individual has been assigned to each type of packaging equipment and a payment introduced for its use. The creation of a single transport-dispatcher service, attached to the trade administration for a particular city (for example, Klaypeda), is producing noticeable results. Experience has shown that this reduces the requirement for motor vehicles and, it follows, for containers, by a factor of not less than 3.5-4. A difficult problem which must be solved primarily through the unification of delivery equipment is achieving proper conformity between the trade equipment and the transport delivery equipment.

We are presently concentrating our efforts on overcoming bottlenecks, such as operations concerned with loading the packaging equipment at enterprises. Owing to the fact that no mechanized equipment is being produced for this labor-intensive operation, a complex of operations is being carried out throughout the republic in connection with organizing the production of automatic units and manipulators for the loading of packaging equipment with finished products and removing from it the empty container glassware. At the same time, new loading sites are being created and existing ones improved at trade enterprises for the mechanized unloading of goods being received in packaging equipment.

The complex of measures for accelerating the mechanization of lifting and transport operations includes the efficient use of lifting and transport means and equipment. As is known, until recently by no means had solutions been found for all of the problems concerned with producing a number of types of lifting and transport equipment, in the required quantities and at the proper technical level. Thus the requirement for electrical stackers and electrical loaders is being satisfied on the order of 35 percent and for automatic loaders -- by less than 30 percent. The operating equipment breaks down mainly owing to the absence of a technical base for repairing and servicing it, insufficiently skilled workers and so forth. This dictates the need for organizing centralized repairs for the mentioned equipment, primarily for the electric loaders. However, it will be difficult to solve this inter-branch problem, since use must be made of one's own resources, the necessary equipment must be found and they must be centralized on the basis of share participation. No progress will be made in this work in the absence of support from USSR Gosplan.

A promising trend is ensuring pre-sale preparation and guaranteed servicing for lifting and transport equipment. The initial steps in this direction are being taken in Lithuania, particularly in connection with the more efficient use of electric cars and electric loaders of Bulgarian production. This work is being organized in collaboration with the Balkankarservic Trade-Technical Center.

We are attempting to combine the entire complex of production intensification measures into one system, one which calls for use of the brigade form for labor organization and wages, measures for improving it and for improving the setting of labor norms and economic levers and stimuli which will promote an improvement in labor productivity and also greater purposefulness in the socialist competition. A decision has been handed down calling for the establishment of three challenge banners for the Central Committee of the Communist Party of Lithuania, the republic's Council of Ministers, the republic council of professional trade unions and the Komsomol Central Committee for Lithuania, for the collectives of enterprises which achieved the highest indicators for production development, with no increase in the number of workers, in the socialist competition during the 11th Five-Year Plan.

These and other measures made it possible to raise noticeably the level of production intensification, achieve accelerated growth in labor productivity and to surpass the tasks of the five-year plan. For example, the growth in labor productivity in 1979 produced an increase of 68 percent in industrial production, in 1980 -- 77 and in 1984 -- 90 percent. With regard to the task called for in the five-year plan for increasing labor productivity over a period

of 4 years by 12.5 percent, an increase of 16 percent was actually achieved. During the 1981-1984 period, the number of workers performing manual labor in the republic's industry decreased by 11,300 individuals and the proportion of this category of workers compared to their overall number -- by 4.2 points.

The reserves and potential for intensifying production are indeed considerable. Their realization must take place in all areas and all workers, commencing with the leaders of associations and enterprises, specialists and down to the workers, must be interested in raising labor productivity to the maximum possible degree and consistently reducing the expenditures of live labor. Special importance is attached to those measures aimed at intensifying production and carried out under the conditions of an economic experiment. Certainly, only a comparatively short period of time has elapsed and it is too early to draw final conclusions. However, it is our opinion that definite positive trends have been observed. For example, during the past year, at enterprises and associations of the Lithuanian Ministry of Local Industry, the rate of growth in labor productivity was 5.3 percent with no increase in the number of industrial-production personnel. By raising labor productivity, the entire increase in marketable output was achieved, compared to only 83 percent during 1983; work in the brigades became more effective and organized. The normative method for planning the wage fund and the broad rights of enterprises in the utilization of savings from the wage fund are creating sound economic conditions for developing production with a reduced number of workers. New steps must be taken in this area, initially in the form of an experiment, and thought must be given as to how best to control the number of administrative-management personnel for enterprises and associations participating in the experiment. A need has developed for changes in this regard. If the collectives of enterprises are sufficiently skilled and experienced, they will independently be able to make a decision as to the size and structure of production that will produce the highest final results. In addition, the development and approval of the wage fund norms for the 12th Five-Year Plan must be carried out in a more rapid manner.

The maximum intensification of social production and economies in the use of labor resources -- this is work which requires joint efforts by the economic and planning organs and an active search for and the placing in operation of all reserves available at associations, enterprises, departments and sectors.

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7026

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LABOR

DECREE ON INCREASE IN PENSION BENEFITS EXAMINED

Vilnius SOVETSKAYA LITVA in Russian 1 Aug 85 p 2

[Text] Pensions for labor veterans will be increased this year on the basis of the decree "Further Improvement in Pension Security for Laborers, White-Collar Workers, Kolkhoz Members and Their Families", approved by the Presidium of the USSR Supreme Soviet on 22 May 1985. The editors of "Sovetskaya Litva" receive letters in which readers request information on the provisions of the decree.

In response to a request made by the editors of "Sovetskaya Litva", the following is an explanation provided by Ya. PATSYAVICHENE, Minister of Social Security of the Lithuanian SSR.

The decree provides for increasing government pensions which were at least 10 years ago, based on average monthly earnings of up to 120 rubles. This increase will be made in two steps: in the first step (as of November 1985) there will be a simultaneous increase in all pensions granted before 15 November 1975; in the second step, this will apply to pensions granted after 15 November 1975. They will be increased when 10 years have passed since they were granted. In case a pension was recomputed for a pensioner who worked two years at the higher wage, the 10-year period is reckoned starting with the day of recomputation. The pension is increased as of the first of the month if the 10-year period from the day of granting (recomputation) ends before or on the 15th of the month, or it is increased as of the first of the following month if this period expires after the 15th.

For example, a pension granted as of 10 June 1976 will be increased as of 1 June 1986. Pensions will be increased every two years. The above-mentioned pension will be recomputed as of 1 June 1988, 1 June 1990, etc.

According to preliminary calculations, more than 280,000 laborers, white-collar workers and kolkhoz personnel of our republic will receive the higher

pension. All types of government pensions will be increased: for old age, disability and loss of breadwinner, with the exception of group III invalid pensions.

The new pension rate will depend up[on the earnings on which the pension was based and on number of years that have elapsed since the pension was granted. The pension will be increased by one percent of earnings for each full year that has elapsed since the pension was granted (recomputed). Thus, pensions that were set 10 years ago will be increased by 10 percent of earnings; those granted 15 years ago, by 15 percent, etc. For example, assume that an old-age pension was granted as of 16 September 1968 in the amount of 52 rubles on a basis of earnings of 90 rubles. As of 1 November 1985 the pension will be increased by 17 percent of earnings, i.e., by 15.30 rubles (90×0.17). The new rate will be 67.30 rubles (52×1.30).

Benefits provided for by the law for total and unbroken service paid additionally for disabled dependents are computed as a percentage of the basic rate of the higher pension. For this reason, persons who are entitled to these supplementary benefits will be receiving even higher pensions.

Pensions for invalids of groups I and II and pensions paid for loss of breadwinner for two and more disabled family members are paid as established by law as a percentage of the old-age pension. For this reason, the increase will be made as follows. The basic rate of old-age pension will first be calculated as stated above, then the rate for disability or for loss of breadwinner will be reckoned on the basis of the new basic old-age pension rate. For example, assume that a pension in the amount of 52.65 rubles was granted on 10 May 1972 for loss of breadwinner who died of natural causes, with two family members as recipients, based on earnings of 117 rubles. As of 1 November 1985 the pension increases to 66.34 rubles, which is 90 percent of the new basic old-age pension rate of 73.71 rubles (58.50 rubles is the old basic old-age rate plus 15.21 rubles, which is 13 percent of earnings of 117 rubles).

For families with one disabled member, the pension for loss of breadwinner is increased by 0.5 percent of earnings 10 years after the day of granting for each year since the day of granting. I want to call attention to the fact that in all cases where a breadwinner receives a pension for old age or disability until his death, the 10-year pension is calculated from the day of granting (recomputation) of the pension for him personally.

Subsequent increases for disability or loss of breadwinner will also be made every two years.

In addition to the existing minimum rates, new minimum rates are introduced for pensions paid for at least 10 years. As of 1 November 1985 pensions for old age, group II disability and loss of breadwinner in the case of two disabled family members will be at least 55 rubles after the increase and with all pertinent added benefits, while in the case of one disabled family member the amount will be 31 rubles.

As of 1 November higher pensions will also be due rural workers. Their minimum rates will be raised. Pensions granted for old age, group II

disability and loss of breadwinner in the case of two disabled family members will rise from 28 to 40 rubles; for group I disability and for loss of breadwinner in the case of three or more disabled family members the jump is from 45 to 60 rubles; for group III persons with work-related disability the increase is from 16 to 21 rubles; for loss of breadwinner in the case of one family member the rise is from 20 to 25 rubles. In this connection, all pensions with rates that are below the newly established minimum rates will be subjected to recomputation.

The higher pension rates will be determined by personnel of social security departments. It will not be necessary for pensioners to request recomputation personally.

For pensioners receiving a minimum pension, provision is made for a 50 percent discount on price of medication prescribed by physicians. Considering that elderly persons spend a considerable part of their pension on medication, I think that this is a very important benefit for them. These prescriptions will be written on presentation of the pensioner's certificate, which will bear the appropriate stamp entered by the social security department.

There has already been an increase of up to 30 rubles per month in benefits paid to single disabled persons who do not receive a pension.

The implementation of the above-mentioned measures completes the program of social security improvement provided for in the 11th Five-Year Plan.

13005

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LABOR

INEQUITY IN WORKERS' PENSION FUNDS NOTED

Moscow PRAVDA in Russian 3 Aug 85 p 2

[Article by military and labor veteran N. Gladkikh and Candidate of Economics G. Morozov, Sverdlovsk: "Pensions Based on Labor--Problems and Discussion"]

[Text] Labor is the sole source of well-being of the citizens of a socialist society. Its quantity is the most important basis for the distribution of consumer goods and is a criterion of social justice.

The formation of social consumption funds also involves the labor participation of citizens in the accrual of national wealth. But we have people among us, unfortunately, who do not trouble themselves particularly in the field of social production. In our view, payments and services from these funds at times allow them to use a portion of the social product disproportionate to their labor contribution.

This relates to the provision of pensions as well.

As is well known, pensions and various types of payments and services make up the social insurance fund. It takes shape in the state budget by a deduction from profit without any sort of deduction from the income of workers. Thus the fund as a whole, and accordingly its pension "component," are the result of the labor activity of all of society. The greater it is, the larger is the given fund. It would seem that the size of age-related pensions should also be determined by this very principle. In practice, however, it is not quite so.

We have in this country one of the lowest required minimum length of labor service periods in the world for getting a pension on the usual terms. However, the duration of labor activity of both men and women is much longer. According to the calculations of the Urals Science Center of the USSR Academy of Sciences it is equal to approximately 33 years. But this is one the average. The active working life of the majority of men is 40 years and more, and for women it is from 33 to 37 years. At the same time, for some workers nearing the time of retirement, it barely attains the amount prescribed by law. It is not difficult to see who, under otherwise equal conditions, makes a larger personal contribution to the economic "money-box." But the pensions of the one and the other are frequently equal.

In reality, many people do not rush to enter into working life and are painlessly "finding themselves" practically up to 30-35 years.

We believe that it is necessary to incorporate changes into pension legislation increasing the standard length of service period of labor and preserving the existing limits of working age. Probably, for physically healthy citizens 5-10 years are fully sufficient for searching out their "place in life," the more so since living and working conditions are steadily improving and people's working lives last longer.

Furthermore, workers and laborers who have reached retirement age during the work period, but who do not have the necessary length of labor service, are now given a partial pension (proportional to the length of service). For this, a five-year length of service is necessary at a minimum, including not less than three years before the pension application. In Sverdlovsk Oblast such pensioners comprise a substantial share of the total number receiving age-related pensions. We think that it is also possible to lengthen the duration and minimum length of labor service required for receiving a pension, if only to 10-15 years. Naturally, these periods should be different for men and women. Such measures will be conducive to drawing people of active working age into social production and to the battle with parasitism.

A unified state accounting of their labor contribution to the general cause can also be an important stimulus to the growth of the labor yield of workers over the duration of their active lives.

As is well known, age-related pensions are determined as a percentage of the average monthly rate of actual earnings. With this, the lower the rate, the greater the percentage of it that is taken when determining the rate of pension. The average monthly earnings rate is figured, according to the wishes of the pensioner, from the wages over the last year of work or any five consecutive years from the last ten before the application for pension.

Practice shows that the majority of pensioners prefer that the average earnings be figured over the last 12 months of their working life. This is understandable. It is well known that many people, who have worked the necessary length of service at low-paying easy work and only worked at full effort the last year, and didn't manage, so to speak, to squander it, receive a full pension, at times with a 20-percent increase. As a rule, the administration of many enterprises and institutions even gives the majority of their workers the opportunity to "earn" their pension a little higher in the last year.

A corresponding verification was conducted in the rayons of Sverdlovsk Oblast some time ago. According to the data of the oblast social security department, the average monthly earnings of 88.5 percent of the pensioners over the last twelve months of their work totalled 18 rubles more than over the last five years of their period of labor service. This is basically due to the effect of greater bonus rates, additions to wages and transfer

to a higher-paying job in the last year. More rarely it is more intensive labor at the previous job. And here, it would seem, is a paradoxical situation: in comparison, the length of labor service of some people is practically half that of other workers who have worked more than forty years at full effort, but the size of the pensions is identical. Such examples are not unique. It seems that such "humanism" contradicts the principle "to each according to his labor" and the fundamentals of social justice.

In our opinion, it is necessary to supplement the labor book. Information on work and on incentives and awards is now entered in it. It would be useful to enter another section: "Information on Full-Year Earnings," in which a notation is made each year on the total amount of the worker's wages, including bonuses, payment for holding several posts and the like.

In calculating the size of the pension, evidently, one should add up the annual earnings of the future pensioner over all the work years and divide the resultant sum by the minimum length of labor service established by law. The result will give a true picture of the worker's labor contribution, according to which he can lay claim to the appropriate pension.

This measure, it seems to us, will stimulate the earlier entry of a person into working life, shorten intervals between jobs to a minimum, strive to increase the qualifications and productivity of labor, improve the quality of production and assist rationalization and inventiveness. This will also allow a lessening of the frequently encountered "losses" of labor books in order to hide undesirable entries in the "Work Information" section.

Our system of social security permits a steady raising of the level of material welfare of citizens unable to work. The circle of people provided for by pensions and assistance is widening and their size is growing, and this means that so are the expenses of society on these aims. The Soviet state is implementing large-scale measures for the further improvement of the social welfare of the population.

In addition, over the almost three decades since the adoption of the State Pension Law, and almost 20 years since the adoption of the Law on Pensions and Assistance for Kolkhoz Members, pension legislation has been supplemented by many changes. A number of new standard documents have been adopted. Not everyone can therefore easily stay on top of them. One should be equipped with various information, often archival, to corroborate a right to a pension.

In our opinion, the question of the preparation of a new generalized document on state pensions has come to a head. The above discussion, we think, can be taken into account in this regard.

12821
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LABOR

PLUSES, MINUSES OF LABOR PARTICIPATION COEFFICIENT DEBATED

Constituent Elements Analyzed

Minsk NARODNOYE KHOZYAYSTVO BELORUSSII in Russian No 2, Feb 85 pp 33-35

[Article by F. Gershteyn, candidate of economic sciences, deputy director of the Belorussian Affiliate of the Scientific-Research Institute of Labor: "Are There Minuses to the Labor Participation Coefficient?"]

[Text] The labor participation coefficient (KTU), as we know, is a quantitative evaluation expressed in fractions of a unit of the contribution of each worker to total brigade results. It is based on an accounting of his labor productivity, quality of work, complexity of performed functions, discipline and aid proffered to others.

For the effective operation of a collective, an objective and fair distribution of total earnings among members of a brigade is very important. It should ensure a collective and individual interest in achieving best possible labor results, raising productivity and economy of use of material resources.

In specific economic practice, various methods have been developed and are being employed in distribution of overall brigade earnings. But, as the same practice convinces us, those of them that presuppose employment of the labor participation coefficient are the most useful. Still not everything here is as easy and simple as one would like. It is no secret that distribution of overall earnings through the means of the labor participation coefficient frequently runs into certain complications and difficulties. How can they be overcome?

By now, the relative proportion of brigades employing the labor participation coefficient in the republic's industry exceeds 53 percent. But the labor participation coefficient is not the same everywhere. Why?

First, let us say that the worker's acceptance of the system of labor stimulation in a brigade depends on many factors: the level of his education, age, qualifications, length of service as well as correctness of norm setting of individual operations, reliability of accounting of performed operations, the moral climate in the collective and so forth. Thus according to data of a sociological survey at the Minsk Tractor Plant, 68 percent of the surveyed workers were satisfied with the use of the labor participation coefficient, 13 percent were against it and 19 percent failed to clearly express their opinion.

Practice, however, confirms the great effectiveness of use of the labor participation coefficient. But with observance of certain requirements. Here are the basic ones. The labor participation coefficient provides an optimal combination of individual and collective material interest, that is, it takes into consideration both the individual output of a worker and his contribution to the collective results. Indicators of the labor participation coefficient possess certain minimum and maximum limits within which the brigade concretely evaluates the worker's contribution. The indicators of the labor participation coefficient are simple and understandable to everyone and stimulate the attainment of basic productive results that are decisive for the brigade. The mechanism of use of the labor participation coefficient (indicators, methods of reckoning and the like) are mobile and change with improvement of labor organization, its pay and the vocational and skill structure of the brigade as well as its social and psychological climate. The labor participation coefficient is determined solely collectively (at a meeting or by the brigade council).

Taking into consideration the described requirements, let us examine some questions of the theory and practice of employment of the labor participation coefficient. To begin with, the question arises: what portion of the collective earnings should be distributed by means of the labor participation coefficient?

By now, many new elements have appeared in the wage structure of workers. Payment is made both from wage funds and from material-incentive funds. It can be said without exaggeration that there exists a multitude of structural elements in wages: payment according to wage rates for time worked; piece-rate extra earnings; bonuses based on different indicators for current results of labor from the wage fund and the material-incentive fund; additional pay for holding two jobs, expansion of service areas, vocational skills, work with worker's individual mark.... And a whole series of additional payments provided by labor legislation.

Depending on the composition of the brigade and the character of the work it has performed, the extent of division of labor and so on, the collective earnings subject to subsequent distribution may include many of the above-mentioned structural pay elements. These are the ones that are specifically determined by the brigade with consideration of the entire diversity of factors operating differently under different conditions. For example, in those brigades where working at two jobs and worker interchangeability have been widely developed, where there are time-rate workers actively taking part in the basic production process and where strict accounting of the work

performed by each person is impracticable or impossible, almost all the above-enumerated wage elements are included in the total earnings.

In the case of a brigade with clear-cut division of labor where it is possible to reliably take into consideration what types of norms are used at each workplace and who actually replaces temporarily or permanently an absent worker or combines several functions, many kinds of additional payments can be calculated for those persons who perform these operations. Such payments include: extra pay for combining jobs, expansion of areas of service, raising (up to 20 percent) piece-rate pay in work with progressive norms and with worker's individual mark and a number of others.

As for basic elements of wages--rates, piece-rate extra earnings and bonuses, it would be most advisable in our view with consideration of the labor participation coefficient to distribute the entire amount of collective earnings rather than only its supra-wage part [nadtarifnaya chast'], as is frequently done. In such a case a number of real stimuli arise for wide-scale working at two jobs and the idea of "profitable and unprofitable work" disappears. In distributing through the means of the labor participation coefficient only the supra-wage part of the overall brigade earnings, the worker is insufficiently interested in performing complex operations or those not corresponding to his qualifications since he in the end receives the wage part of the earnings in accordance with his category. This in particular holds back growth of qualifications and skills of young people and does not contribute to holding them at the enterprise. In distribution with the aid of the labor participation coefficient of the entire sum of the collective earnings, moral stimuli for work are increased.

Such a distribution is more understandable to people. It simplifies wage calculations. And at the same time it presupposes that the degree of raising or reducing the labor participation coefficient and the "scope" of the coefficient ensure as a minimum preservation of the worker's wage rate. With the exception, of course, of cases specified by law.

Now let us consider individual output and determination of the contribution to the total result. At the Minsk Machine Tool Building Plant imeni S.M. Kirov, the Minsk Automatic-Line Plant and a number of other machine-building enterprises, brigades calculate individual output in norm-hours. Other forms of calculation of individual labor productivity with assessment of it according to end results are also prevalent in the republic's enterprises.

But for flow-production brigades, assessment of individual production presents certain difficulties. For simplification's sake, most skilled workers are rewarded from the foreman's fund. Providing them with profitable work is also practiced. It has been noted that such an approach frequently leads to conflicts within the collective and does not promote higher labor productivity in the brigade, strengthening of discipline or reduction of turnover.

As we see, it is possible to get an accurate assessment of individual labor productivity on a flowline with a system of objective indicators. But which ones? Obviously, it is necessary to take into account skill, diligence, constancy, working conditions, speed and rate of movements and so on.

In this connection, the work practice of a number of the republic's enterprises is of interest. At the Minsk Tractor Plant, individual output of the basic production worker employed in the production of parts and components on a conveyor or flowline is determined on the basis of the strenuousness of his work, since duration of operations and strenuousness of work here are different. Difference in the duration of an operation is reflected in norm and valuation. The indicator of strenuousness takes into account the degree of deviation of piece-rate evaluation at a given workplace from average evaluation for the brigade as a whole, which is the base labor participation coefficient. Each worker's actual monthly labor participation coefficient is determined by a correction of the basic coefficient for other indicators characterizing the additional contribution of the worker to the total result (combining of operations, expansion of service zone, replacement of an absent worker and the like).

The calculation of individual labor productivity at the Minsk Refrigerator Plant is somewhat different. In two brigades working on a conveyor for subassembly of the refrigerators, a system is used of determining the labor participation coefficient depending not only on the intensity but also on the working conditions at each workplace. The labor participation coefficient also determines the average dynamic load required for performing the work and qualifications according to a point system. The coefficient assessing working conditions within the limits of 0.6-1.0 is determined on the basis of the number of points calculated according to a scale worked out at the plant. It is combined with the coefficient of employment determined on the basis of correlation of the norm and rhythm of the flowline. Then the total sum of the coefficient is divided in half.

In the brigades of the sewing shops at the Soligorsk Sewing Factory, remuneration of labor has been retained on the basis of individual appraisals, but they are based on its end results. The collective bonus is distributed while taking into account the labor participation coefficient. Others include work with higher labor productivity than the average for the brigade.

Of course, under the conditions of the brigade method, calculation of individual output is far from a simple matter. It is easier to establish accounting in brigades using operational norms of output (time) there where people are strictly attached to specific workplaces and corresponding types of operations. But at most brigades, collective output norms and complex rates are used. Mutual aid and interchangeability in work, it is gratifying to note, are widely developed.

All this makes calculation of individual output more difficult. But often it is simply necessary for determination of the labor participation coefficient. Many difficulties exist. For example, if individual output is calculated on the basis of norm fulfillment, then this indicator cannot always be highest for those who make the biggest contribution to the total result, but it would apply primarily to those workers who specialize only in certain operations (types of work) and are not diverted to combine jobs (operations) or to render assistance to young workers or to absent workers. Output level depends primarily on norm pressure inasmuch as the problem of advantageous and

disadvantageous work under such conditions also exists in the case of the brigade method. Brigade leaders find themselves in the most disadvantageous position since a considerable portion of their worktime has to be spent on the collective's labor organization. Such a procedure is not stimulated by the determination of the labor participation coefficient of worker instructors. It also does not promote development of working two jobs. Hence the conclusion: the level of norm fulfillment cannot be an exhaustive criterion of assessment of the individual contribution of a worker to the total brigade result.

What should be done? Is there no way out? In our opinion, there is. And a rather simple way. It is necessary to take into account the different aspects of a worker's activity. The most important of them are: successful fulfillment of plan (normative) targets, doing two jobs, improving production (work) quality, initiative and rationalization.

We can name the typical indicators supplementing the indicator of individual labor productivity. Factors influencing a rise in the labor participation coefficient are: higher labor activity on the part of the worker; maximal use of equipment; high vocational mastery shown in improved quality of production output (performed work); turning out production of the highest category of quality from the first presentation; economy of basic and auxiliary materials and power; transmission of experience, providing assistance to laggards and others. Indicators lowering the labor participation coefficient are: nonfulfillment of shift norm-set targets; untimely turning over of production; nonobservance of prescribed standards and technical conditions; violations of labor discipline, the technological process and labor organization; inefficient use of raw and other materials, tools, power and others. All these are not difficult to employ.

The labor participation coefficient is a most important economic lever in the hands of the collective. In this regard, it performs a stimulating and educational function. But in practice, it is frequently eliminated in brigades. For example, when a labor participation coefficient is set for a brigade by management and more frequently by foremen. Other "methods" are also encountered of limiting the participation of workers in management of production. The most widely prevalent of them is provision of obligatory corrective scales with the same obligatory list of factors that were used in calculating labor participation coefficient with a firm "weight" for each of them. The brigade is left only with the right to keep track on the basis of these indicators, that is, to perform particularly technical functions. But why should not the brigade itself make the final decision on setting the labor participation coefficient? What is there to be concerned about? The fact is that no mistakes can be made.

Corrective scales undoubtedly are necessary, but they should have intervals that are only of a recommendatory character. Their basic purpose is to serve the brigade as a guideline and to provide certain objective criteria for determination of the labor participation coefficient. In order to clearly represent conditions in this or that sector of production, the scales should be worked out where possible for each collective individually.

Is it correct for existing recommendations to provide essentially for the use of a single variant of distribution of brigade earnings with the labor participation coefficient? In our view, different variants are required and, in addition, ones that are the most efficient.

Practice shows that under production conditions, assessment (positive or negative) of one and the same operational factors of brigades tends to vary. What may be very important for one collective could be less important for another. For example, if the chief task of a brigade is boosting the quality of production, then the magnitude of change of the labor participation coefficient (in the direction of reduction or rise) will depend here to a larger extent on this indicator. In another, first place is assigned to increasing the volume of production with the same size. In this case, special importance in determination of the size of the labor participation coefficient is to be given to development of related occupations and assistance to young people. For this reason at a number of enterprises, the ranges of quantitative values of each criterion are established so that any brigade may select from among them that which better corresponds to the conditions and objectives of its operation. Thus at the Minsk Engine Plant, 16 indicators have been established for determining the size of the participation coefficient, eight of them raising and the same number reducing its value. Each of the indicators has its range of coefficients correcting the labor participation coefficient, depending on their importance. For example, if for an indicator characterizing labor productivity, the coefficient is 0.1-1.0, than for such indicators as providing assistance to lagging persons and display of initiative and know-how in organization of the workplace or labor process, it fluctuates from 0.1 to 0.3.

At the Minsk Automatic Line Plant, when determining the labor participation coefficient of fitters-assemblers, chief attention is paid to the occupational skill of the worker, his length of service and effective use of time; in brigades of machine-tool operators--to the complexity of performed operations, a conscientious attitude toward labor quality and prompt passing of parts to operations next in order; in heat-treatment brigades--to the skill and discipline of the work. At Minsk Machine Tool Plant imeni Oktyabrskaya Revolyutsiya, in the machine-tool sector with digital programmed control, the indicator of equipment use (output of production) is employed as the decisive determining size of the labor participation coefficient.

In sewing production, however, mastery of related operations is important in value. For this reason at the Minsk Sewing Factory imeni N.K. Krupskaya, this indicator is among the main ones in determination of the labor participation coefficient. It rises from 0.05 to 0.3 depending on the degree of mastery of related operations. The effectiveness of this procedure of establishing the labor participation coefficient was expressed primarily in the fact that workers mastered and performed from 3 to 9 related operations, the total for sewing-shop brigades varying from 50 to 100 percent of such operations. All these are examples of a creative, intelligent and capable approach to determination of the labor participation coefficient.

We still have to investigate what periodicity to use in determining the labor participation coefficient and over what interval of time to distribute

earnings. At some enterprises, the labor participation coefficient is computed daily and earnings are distributed likewise. At others, the labor participation coefficient is determined each day, but its total value is calculated (as the average arithmetic amount of daily values) for determination of brigade earnings, distributing the earnings for the month as a whole. At still others, the labor participation coefficient is calculated on the basis of the results of monthly work, and the monthly brigade earnings are distributed according to it. Which is better?

In principle, daily totaling of work results contributes to more complete accounting of the size of each one's labor contribution. It disciplines the people and eliminates disagreements. But daily reckoning of results requires a certain expenditure of time. For this reason, in order to reduce it to a minimum, the construction of the labor participation coefficient has to be quite simple.

When deriving the labor participation coefficient on the basis of work results for the month, its average arithmetic value should be corrected while taking into account those factors which cannot be fully reflected in coefficients on the basis of work results for each day. For example, at the Brest Electromechanical Plant, all indicators for raising or lowering the labor participation coefficient are broken down into groups--accounting of work results for the month and for each day. Such indicators as turning out production with a worker's individual mark, instruction, help to ladders, work in a related occupation (operation), expansion of area of service and a number of others are to be found in the aggregate group. The other has timely fulfillment of extraplan targets (rise of the labor participation coefficient), return of products by client, presence of defective output due to the worker's fault, nonobservance of equipment safety rules, low standards of production, violation of labor discipline, unauthorized absences and a number of others (lowering of the labor participation coefficient). As we see, at this enterprise, they have approached creatively determination of the labor participation coefficient.

Thus, methods of determining brigade earnings on the basis of the labor participation coefficient have to be determined while taking into account the special features of each specific collective. The final word in the selection of possible variants should be left to the collective itself. Moreover, depending on existing circumstances, it should have the possibility of shifting from one method to another.

Practice has convincingly proved that employment of the labor participation coefficient yields only pluses. Minuses appear only in that case where practical workers approach the labor participation coefficient rigidly and in a stereotyped manner.

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Problems of Coefficient Use

Minsk NARODNOYE KHOZYAYSTVO BELORUSSII in Russian No 6, Jun 85 pp 43-44

[Article by M. Telyak, economist: "Encouragement... of the Lagger"]

[Text] "Practice has convincingly proved that the use of the labor participation coefficient provides only pluses," pointed out Candidate of Economic Sciences, F. Gershteyn, deputy director of the Belorussian Affiliate of the Scientific-Research Institute of Labor, in an article published in this year's issue No 2 of our journal "Are There Minuses to the Labor Coefficient?"--The minuses appear only in that case where practical workers act inflexibly and in a stereotyped manner.

The editorial office has received responses to the scientist's article. We include several of them.

The basis of determination of the labor participation coefficient (KTU) is norm and quality of labor. In determination of the quantitative expression of the labor participation coefficient, the method of the Scientific-Research Institute of Labor recommends the average value of the coefficient for the brigade as a unit equal to the average indicator of norm output fulfillment. This means that the average level of labor productivity for the brigade is taken as a standard or measure. But in so far as this level in reality is not constant, workers regularly fulfilling and overfulfilling the norm have different labor participation coefficients in different periods. The measure of labor thus becomes variable. In addition, determination of the coefficient becomes complicated. The brigade leader must first total the norm fulfillment of each worker and of the collective as a whole and then determine the ratio of individual to average productivity. Time, patience and assiduity are required. And frequently the labor participation coefficient is derived "by eye" or for all... on the basis of unity. As a result, the role of norm setting of labor is minimized--a portion of the functions is passed as it were to the brigade. And if there is no accounting of individual output, the criterion of appraisal willy-nilly becomes the outlays rather than the result: the more labor a worker has put out, the higher is his coefficient. Yet more labor is expended on the same work by the inexperienced worker. As a consequence, for equal labor you have unequal pay. Encouragement... of the lagger? A more experienced and able worker loses out.

It is assumed that the sum of total and negative deviations from unity have to be equal to zero, that is, the labor participation coefficient of some people can be increased through its reduction by others by the same amount. This raises no objections if everyone has worked the same amount of time and possesses identical qualifications. But this occurs rarely. Typically, it is quite difficult. Let us assume worker Ivanov's labor participation coefficient is 0.2 less than one, while Petrov's is larger by the same amount. Prior to use of the coefficient, the earnings of the former amounted to 100 rubles a month and of the latter to 200 rubles a month. Consequently, Petrov's earnings should be increased by 40 percent. But for Ivanov, they may

be reduced by only 20 rubles. The missing money would have to be taken from the other members of the brigade. If, on the other hand, Petrov's labor participation coefficient is 0.2 lower and correspondingly higher for Ivanov, the latter will receive his 20 rubles but the remaining 20 rubles will be redistributed within the collective. In other words, there is no reason for the coefficient to be raised for the brigade with higher skilled workers but, on the contrary, more advantageous to reduce it. This contradiction in practice is resolved by refusing to use the labor participation coefficient, that is, the earnings are actually distributed on the basis of time worked and conferred categories. But they are not factors forming the brigade's piece-rate earnings, which, as we know, depend on volume, quality, complexity, intensity and working conditions. Consequently, the labor participation coefficient has to take into account for the end result deviations of actual time spent on performing the work from the norm-set wage rate of the worker and from the wage rate of the work. It would also be good to use the coefficient of pressure of output norms set by the brigade's council. The product of all the three coefficients would provide a more accurate and objective labor participation coefficient.

Piece-rate wages are basically used in combination with the issue of bonuses for the fulfillment and overfulfillment of the quantitative and qualitative indicators of the production plan set for the brigade. Should they be fulfilled, the total bonus sum is considered earned regardless of what violations of production, technological and labor discipline might have occurred. Obviously this is a step backward compared to the individual form of awarding bonuses in which the worker's bonus is reduced in case of such violations. True, with the existing system of use of the labor participation coefficient, the bonus is also computed in a smaller size for individual members of the brigade. But the difference is that "economy from violations" is distributed among the rest. This is why it happens that effectiveness of a brigade's work as a whole is diminished but the collective earnings are not reduced. This naturally does not mean that one should "cut" the size of the bonus for the remaining members of the brigade. But why should not the unused amount be transferred into the foreman's fund, which would expand his role under the conditions of brigade labor organization?

Now let us look at the problem of the labor participation coefficient from another angle. How can those be rewarded who prevented idling of equipment, losses of worktime and also performed work on related occupations? The fact is that all this does not form an additional fund of brigade earnings. Should there be no discipline violations, the labor participation coefficient for these workers can be raised only at the expense of the other members of the brigade. Clearly, in such cases outstanding workers need to be stimulated not by means of raising the labor participation coefficient but through the means of existing special funds: foreman, material-incentive, vocational-skill and the like.

It should be pointed out that the actual term "labor participation coefficient" inexactly mirrors the nature of the problem. Actually, labor participation is nothing else but the share of each in the total brigade earnings expressed as a percent or coefficient. Consequently, some enterprises use other, more precise designations: coefficient of

effectiveness and quality of work, coefficient of complex assessment of work results and so on.

In general, production is in acute need of serious recommendations relating to effective determination of the labor contribution and participation in the collective results of labor.

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Other Coefficient Difficulties

Minsk NARODNOYE KHOZYAYSTVO BELORUSSII in Russian No 6, Jun 85 p 44

[Article by Candidate of Economic Sciences A. Skripchenko, chief of the Department of Labor Sociology at the Scientific-Research Laboratory of Sociological Research of the Belorussian State University imeni V.I. Lenin, and G. Kupreychik, junior scientific associate: "Once Again on the Labor Participation Coefficient"]

[Text] The labor participation coefficient (KTU) is widely used. Nonetheless it is not sufficiently exact. For example, a brigade is "interested" to a certain degree in having in it... violators. On loss of points by one person, they are added to the others. Whether we like it or not, the labor participation coefficient actually serves as a means of redistribution of earnings within the brigade, which contradicts the principle of payment according to labor. The labor participation coefficient is reduced by foremen, by brigade leaders and by brigade councils. And sometimes even for nonparticipation... in artistic employment.

In brief, practical work is in great need of such a mechanism of use of the labor participation coefficient as would accurately correspond to the principle of payment according to labor and the contribution of each one to the collective result. We assume that the following conditions are obligatory here. First, abolition of "deduction" of points of the labor participation coefficient, especially when they are transferred from one worker to another is the same as reduction of the valuation of the points. Second, the basis of earnings should be the scientific and technical norm setting of labor, possibly without taking into account the rate which, in utilization of the labor participation coefficient, frequently "loses" its "powers." In this case, the principle of payment according to labor will meet its requirements and the worker will be getting only earned pay. Third, stimulation should be conducted in regard to the end result of labor. Such a method of evaluation is understandable to everyone and anyone can calculate his own coefficient. As we see, the labor participation coefficient is in need of "polishing."

We also would like to cite other problems connected in one way or another with the labor participation coefficient. At the present time, at a number of enterprises brigades include engineering and technical personnel and occasionally employees. This brings up the question of the feasibility of using two sources of bonus payments: to workers--essentially from the wage fund, to engineering and technical personnel--from the material-incentive fund. We believe that all the persons employed in a brigade would be better

rewarded from a single source, for which purpose money for bonus awards from wage and material-incentive funds could be combined.

The brigade form of organization and remuneration of labor creates the need of changing wage rates. Paradoxically, one and the same worker, possessing a certain category and qualifications, can receive a different wage rating at different enterprises solely because they belong to different ministries. In our opinion, it would make sense to introduce changes even today in the wage rates of workers, especially unskilled and low-skilled workers in all sectors of the national economy. This would make it possible to significantly curtail personnel turnover.

A defect of the rate system in production relationships is the fact that different wage rates operate for piece-rate workers and time-rate workers, although today, especially under the brigade form of remuneration of labor, it is possible to use single wage rates. We believe that this question calls for immediate solution as it retards the development of the brigade method and further development of the labor participation coefficient.

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LABOR

LABOR COMPETITION, DISCIPLINE URGED ON STAKHANOVITE ANNIVERSARY

PM301101 Moscow PRAVDA in Russian 26 Jul 85 pp 2-3

[Excerpt] The Stakhanovite movement's anniversary coincides with a crucial period in our life--the preparations for the 27th CPSU Congress, when the strategic course for the short term and the long term is being charted. The party, as was pointed out at the CPSU Central Committee April (1985) Plenum, proceeds from the premise that the development of Soviet society will be determined to a decisive degree by qualitative changes in the economy, by its transfer to the path of intensive growth, and by all possible enhancement of efficiency on the basis of accelerating scientific and technical progress. It is from precisely these positions that the situation in the national economy must be evaluated and the tasks defined for the future.

Consequently, the sphere of the economy and the enhancement of its efficiency remain the chief field for the party and the Soviet people to apply themselves to the vitally necessary cause where the Stakhanovites' traditions are particularly important. It is here that scope is opened up for the human factor and for people's creative activeness, and everyone is afforded the opportunity to display his abilities, talent, and skill. This is why the CPSU believes that the business of intensifying the economy must be endowed with a truly nationwide nature and the same political significance as the industrialization of the country and the socialist reconstruction of the national economy had in their time.

As previously, socialist competition serves as a strong catalyst stimulating the Soviet people's creative activeness. According to trade union data, it now embraces more than 114 million working people. Competition both in labor collectives and in regions and sectors of the national economy is oriented toward an efficient work rhythm, the unconditional fulfillment of plan targets, the fuller utilization of the existing production potential, the saving of resources, on-schedule deliveries of output in accordance with contracts and orders, the high quality of products, and the introduction and assimilation of new equipment.

The chief lever of economic intensification and the basis of this process is the resolute acceleration of scientific and technical progress and the persistent introduction of the latest achievements of science and technology into production. Success can be achieved not by means of partial measures,

the ordinary modernization of machinery and equipment, or the improvement of existing technologies but by the transition to fundamentally new technological systems, to equipment of the latest generations, and to the practical use of units and automatic lines capable of increasing labor productivity many times. It is necessary, as was pointed out at the recent conference at the CPSU Central Committee on questions of accelerating scientific and technical progress, to use all means to carry out psychological restructuring, to change the minds and sentiments of cadres from top to bottom, and to focus their attention on this very important task. In competition, too, it is necessary to place emphasis on promoting in every possible way the fulfillment of plans for the introduction of new equipment and technological solutions, to strengthen cooperation between science and production and between workers' collectives and the engineering, technical, and scientific intelligentsia, and to raise the technical creativity of workers and kolkhoz members and the rationalization and invention movement to a new level.

The fundamental issue is thrift and the better utilization of production capacities, raw materials, energy, and work time. This is why it is so important to develop competition to save material, labor, and financial resources. The task being set is to meet, by making savings, some 75-80 percent of the increase in the national economy's demand for fuel, raw materials, and semimanufactures. A specific task has been set for the concluding year of the 11th 5-Year Plan: to create in every enterprise, oblast, kray, and republic an above-plan economies' fund making it possible to work for 2 days a year with saved semimanufactures, raw materials, and fuel.

Competition participants must devote special attention to the strict observance of order and discipline in the fulfillment by enterprises and organizations of targets and contract pledges relating to deliveries of the prescribed quantities and range of products and the strengthening of cooperation among subcontractors. Account must be taken of the fact that, given the present scale of social production and the broad specialization and collaboration, the national economy cannot develop and function normally without stable ties among its constituent elements. The dependability of these ties is one of the chief conditions for the successful realization of the policy of intensifying the economy and enhancing its efficiency.

The significance of competition is also increasing in the sociopolitical sphere as a stimulator of the working people's high activeness, as a means of accustoming them to direct participation in the management of state and public affairs, and as a factor in strengthening the vanguard role of the working class and consolidating its alliance with the kolkhoz peasantry and the intelligentsia. Speaking in Dnepropetrovsk, M.S. Gorbachev, general secretary of the CPSU Central Committee, pointed out: "We will not be able to accelerate our development without relying on the people's living creativity and the interested attitude of millions upon millions toward changes for the better in all spheres of life." The party turns primarily to the working class as the leading force organizing and uniting our whole society.

It is important to make full use of the educational effect of competition and of its potential for creating in any collective--large or small--an atmosphere of creative initiative, high exactingness and discipline, and better understanding by everyone of the significance of his participation in the fulfillment of plans and pledges.

The achievement of success in the main directions of labor competition is inconceivable without efficient and well thought-out organization of competition. The stepping up of our party's attention to providing organizational backup for the policy of intensifying the economy and of accelerating scientific and technical progress also applies in full to such a sector of this work as imparting greater purposefulness, coherence, and dynamism to Soviet people's labor activeness.

The entire history of socialist competition, including its very important stage--the Stakhanovite movement--attests to the need to take into account both the objective conditions determining the working people's bold initiative and the subjective factors connected with the competition's organization itself and with the Communist Party's entire multifaceted activity. Now, too, when the CPSU is seeking to substantially accelerate the country's socio-economic development on the basis of scientific and technical progress, it is important to take a fresh new look at the competition's organization and resolutely reject formalism and obsolete approaches to this work.

It is necessary to take into account, first, what the attention of competitors is directed toward and what specific targets are set them; second, what methods are used to involve in competition all who are employed in the national economy and to achieve enterprising, strenuous, and conscientious work by everyone; third, what levers are used to ensure an interconnection and active interaction of people's initiative with the system of planning and stimulating production and with the entire economic machinery; fourth, how material and moral incentives are organized for competition winners and everyone who has forged ahead and merited approbation. And, of course, the fundamental principles of the organization of socialist competition--publicity, comparability of work results, practical repetition of the best experience--retain their full significance.

Today a shortcoming in organizing competition which is manifested in priority attention being given to quantitative indicators with no consideration for the quality of work or persistence in the struggle for the introduction of new equipment and sophisticated manufacturing methods and the strictest observance of the regime of thrift, is particularly intolerable. Nor can we tolerate the underestimation of the team form of organizing labor and the transfer to financial autonomy or the nonfulfillment of counterplans or contract commitments to subcontracting collectives. The maintenance of a spirit of competitiveness is adversely affected by leveling down in distributing bonuses and by forgetting an incentive like the public summing up of the results of competition in a ceremonial atmosphere, the rewarding of winners, and the encouragement of those involved in a success.

The practical organizers of competition often complain that in summing up the results of labor emulation they have to deal with a diversity of forms and initiatives in this emulation. Some of them are in favor of introducing greater uniformity to the organizational forms of competition. We can scarcely agree with that. After all, competition is essentially a living matter, it generates initiative. One initiative is important to a particular production association, enterprise, or large shop or even sector, another accords with the aspirations of the workers of a whole region or economic sector, while another has general national economic importance. And every undertaking, if it can be of benefit, deserves support. Any attempt to impose restrictions or set forms in organizing competition involves the danger of stereotyping and the appearance of elements of formalism and may be a serious obstacle to living initiative.

One has occasion to hear doubts as to the expediency of continuing competition to earn the title of collective, or shock worker, of communist labor. Mention is made--and not without justification--of the broad scope of this movement (according to the latest figures it covers over 74 million people) and to instances of a formal approach toward the award of a title that commits its recipient to such a lot. But we must also consider something else: Many years of experience of organizing this competition, the good example of the country's leading people, the now traditional all-union communist subbotniks confirm the correctness and vital force of the movement for a communist attitude toward labor. I think this movement is far from having exhausted the potential it contains.

Competition for the title of collective, or shock worker, of communist labor arose and is developing on the basis of socialist sharing of labor and on the basis of socialist production relations and is therefore one of the forms--and right now a mass form--of socialist competition and as of now its supreme degree. As is well known, this movement's features include the fact that it merges together the competitors' desire for highly productive work, their social activeness, their desire to achieve the pinnacles of knowledge and professional skill, and their concern for their spiritual growth. Under the conditions of the developed socialist society whose improvement signifies at the same time a gradual advance along the path of building communism, the formation of a communist attitude toward labor and public property does, of course, accord with our constructive goals.

Of course, the practice of organizing competition among participants in the movement for a communist attitude toward labor is in need of improvement. For this clear understanding of the movement's essence and features, its close interconnection with other forms of socialist competition, and the elimination of generalization [vseokhvatnost] and the unjustified award of titles are very important. The labor collectives themselves and the party and trade union workers and scientists must have their say here.

LABOR

BETTER TRAINING OF SCIENTIFIC WORKERS IN GEORGIAN SSR URGED

Tbilisi ZARYA VOSTOKA in Russian 16 May 85 p 3

[Article by Otar Kaviladze, chief of a department and member of the board of the Georgian SSR State Committee for Science and Technology, doctor of medical sciences and honored figure of science of the republic: "A Fitting Replacement Shift for Science"]

[Text] The rapid development of science and its constantly growing role in the life of our society are posing with insistent seriousness the problem of the training of scientific personnel capable under the conditions of the modern technical revolution of rapidly paving the way toward the introduction of scientific-technical innovations in the national economy and tirelessly performing scientific research.

In our time scientific personnel are not simply people with high scientific qualifications. Tremendous significance is attached to the social character and political maturity of scientific personnel and their ability to think on a large scale and see the social significance of their activity. In this connection the question arises: does the level and state of training of scientific and science-teaching personnel correspond to these demands? How best to train such personnel? It was not fortuitous that these problems were the subject of thorough discussion at the Georgian Communist Party Central Committee 17th (1979) and sixth (1982) plenums.

As is known, the scientific potential in the republic is quite high. Thus tens of thousands of scientific associates are currently working in scientific establishments in Georgia. In terms of the number of doctoral theses which have been defended in recent years our republic is behind only the RSFSR and the Ukrainian SSR and is in sixth place in the country in terms of the number of defended candidate's theses. At the same time the need for doctors of sciences remains high. Many of the positions of scientific-management personnel of the scientific research institutes and VUZ's of the republic are not filled by doctors and, sometimes even, candidates of sciences. At the same time, on the other hand, ministries and departments with VUZ's are making insufficient use of the practice of the transfer of candidate of science-lecturers to the positions of scientific associates for their completion of their doctorates. Only about 100 candidates of sciences in the republic's VUZ's have been transferred to scientific associate positions in the past 8 years.

A most important factor exerting an appreciable influence on scientific policy in the sphere of labor resources is the age structure of the scientific personnel. The average age of scientific workers in the republic is 42, of candidates of sciences 45 and of doctors of sciences 55. Georgia does not have a single doctor of sciences under 30. Thus of the 930 scientific workers in the republic Academy of Sciences aged 30-40 only 56 are candidates and three doctors of sciences, which constitutes 6 percent of the total.

The urgency of the problem of maintaining an optimum age structure of scientific and science-teaching personnel is increasing in connection with the measures which have been implemented in recent years to reduce the numbers of science workers.

The CPSU Central Committee April (1985) Plenum emphasized particularly seriously the need to commission the inexhaustible potential which the socialist society possesses. This applies fully to the sphere of science also. Constant concern for a further strengthening of the republic's scientific potential and the reinforcement of the scientific subdivisions with highly skilled personnel represents a guarantee of the successful development of research and the increased efficiency of its results. It is essential to strive for an influx in science of fresh young forces.

In 1984 some 60 scientific establishments and VUZ's, including organizations of union jurisdiction located on the territory of the republic, undertook the training of scientific personnel in more than 250 specialities in the GSSR. The number of graduate students had increased 6.5 percent compared with 1 January 1981.

Currently great attention is being paid to the training of highly skilled scientific personnel outside of postgraduate courses, by means of competition. Of the 1,926 theses defended in the republic in the first years of the 11th Five-Year Plan, competitors accounted for 831 of them, and one-third of the theses defended in the country annually are prepared by competitors.

In the time that has elapsed since the Georgian CP Central Committee Sixth Plenum a definite amount of work has been done to improve the training of scientific and science-teaching personnel. The GSSR State Committee for Science and Technology has implemented a number of measures for concentrating small numbers of students involved in postgraduate work at large-scale scientific research establishments and multidisciplinary VUZ's. Upon the compilation of plans for the training of scientific and science-teaching personnel particular attention is paid to a further expansion of the training of graduate students in the most important sectors of science and technology.

The geography of the training of graduate students has expanded appreciably in recent years. Great attention is being paid to the training of personnel for the scientific establishments, VUZ's and industrial enterprises of the developing parts of the republic. The number of graduate student places planned for the Abkhaz ASSR, Adzhar ASSR, South Osetian Autonomous Oblast, the cities of Gori, Telavi and Kutaisi, the high mountain areas of Georgia and so forth has been increased.

The bulk of graduate student work is being carried out on relevant subjects connected with problems of the development of science and technology. Thus, for example, 243 graduate students are participating in scientific research in the Georgian Ministry of Secondary Specialized and Higher Education.

Currently our republic occupies one of the first places among the union republics in terms of the indicator of provision of branches of science with doctors and candidates of sciences and also in terms of the training of scientific personnel through graduate study. However, considering the current rate of the development of science and the depth and high theoretical level of scientific research, we cannot stop at what has been achieved and need to work even more earnestly on perfecting questions connected with the training of scientific personnel, the more so in that there are still shortcomings in the republic in this nationally important matter.

A guarantee of the successful accomplishment of the set task lies in the purposeful and scientifically substantiated formation of 5-year plans of acceptance for graduate work closely connected with the plan for the development of the basic directions of the national economy of the republic and the country as a whole. There are occasions when the elaboration of draft graduate work acceptance plans is not preceded by determination of the additional need for candidates of sciences. The anticipated number of candidates of sciences for the planned year is not taken into consideration.

There are also considerable shortcomings in fulfillment of the graduate-work acceptance plans. As a whole, the summary figure of the plan is met, but often at the expense of a deviation from the plan quotas with respect to specific specialties. The plans for acceptance for graduate work in respect of such critical specialties as "Organization of Structures and Computing Processes in Computers, Complexes and Systems," "Foundry Work," "Information-Measuring Systems," "Hydraulic Engineering," "Metal Science and the Heat Treatment of Metals," "Commodity Appraisal of Food Products" and others are not being fulfilled.

Nor are the plans for the training of scientific and science-teaching personnel being fulfilled in specific postgraduate courses. There is, it must be said, an irresponsible attitude toward fulfillment of the organization plan on the part of, for example, the Abkhaz ASSR Ministry of Education, the GSSR Ministry of Light Industry, the Goskomspestrans, the Kutaisi Auto and Lithopone plants and others, which are not sending their representatives to places which they inquired about earlier.

The republic should have the appropriate reserve of specialists for sending into specific postgraduate work created with regard for the development prospects of the leading branches of science. However, as practice has shown, there are frequent instances of places being inquired about for nonexistent persons, while the search for a specialist to send for postgraduate work begins only after a ministry has received the confirmed plan. It is essential in this connection to improve the selection of persons sent for specific postgraduate work and to make more extensive use of preliminary probational industrial training as a most important stage of pregraduate-study training.

The rules of acceptance for postgraduate work are being violated and entrance examinations are being conducted at a low level in a number of ministries and departments. Instances of persons being registered for graduate courses "as an exception" immediately upon graduating from a VUZ have become more frequent. Thus the rule whereby young people who have worked for a minimum of 2 years in industry in their chosen specialty should be accepted for graduate study, particularly in the applied sciences, is being violated. Attention was focused on these questions at the Georgian CP Central Committee Sixth Plenum, which emphasized that selection for graduate courses is sometimes effected without regard for professional qualities and sometimes simply by acquaintance. As a result it is not the most gifted persons who are paving the way toward graduate study. Unfortunately, even today these are far from isolated instances. A reason for this state of affairs is that the academic councils of the republic's VUZ's at times adopt a formal approach to the issue of VUZ recommendations. Often the sole criterion for the issue of a recommendation is the presence of a degree with distinction.

In recent years, particularly since the Georgian CP Central Committee Sixth Plenum, great attention has been paid to an improvement in the composition of the scientific leaders. Currently 22 academicians, 34 corresponding members and 116 doctors of sciences and professors are graduate student leaders in the Georgian Academy of Sciences system alone. Candidates of sciences with significant scientific achievements leading a department or section (laboratory), working actively on a doctoral degree and with the academic title of docent or senior scientific associate are in exceptional cases enlisted with the permission of the higher academic courses or the USSR Academy of Sciences in the leadership of graduate students (given their completion of highly specialized subject matter). And despite this, the question of scientific leaders has not lost its urgency even now and requires serious attention on the part of the republic Academy of Sciences, State Committee for Science and Technology and ministries, departments, scientific establishments and VUZ's.

It should be admitted that the strictly centralized procedure of granting the right of scientific leadership to graduate students which operates currently does not always make it possible to solve the said questions sufficiently effectively, particularly with respect to sectorial ministries. For this reason a broadening of the corresponding rights of the ministries engaged in the training of scientific personnel via the graduate courses of establishments under their jurisdiction would contribute to the further orientation of graduate work toward completion of the most relevant subject matter (particularly the solution of questions concerning narrow specialization).

A negligible growth of the indicators of the successful completion of graduate courses has been observed in the republic in recent years. Thus in 1984 the number of those who completed graduate study with the defense or submission of a thesis for defense had increased only 2 percent compared with 1980. Despite the fact that the number of specialists successfully completing graduate courses shows a certain tendency of growth in the republic as a whole, a considerable number of graduate students is failing to cope with the job of preparing theses within the prescribed time, and the level of individual theses is insufficiently high.

The leadership and councils of a number of VUZ's and scientific research institutes engaged in the training of graduate students are adopting an attitude toward the tasks entrusted to them lacking in due responsibility. Questions of the fruitfulness of the activity of the graduate work are examined superficially. The reasons for the low effectiveness of the training of personnel are not being analyzed, and the receiving of reports of departments, sections and laboratories on the work on training scientific personnel is not practiced.

There are frequent instances of graduate students of the same leaders regularly not defending theses.

There is an urgent need in this connection for increased exactingness toward scientific leaders, and this type of work of the professional-lecturer staff should be taken into consideration at the time of competitive reelection for a new term. The composition of scientific leaders should be examined with regard for the effectiveness of their work, and persons not ensuring the timely and high-quality training of graduate students should be removed from the leadership of graduate students. It is essential to considerably improve work with the graduates of postgraduate courses who have both submitted and have not submitted theses within the prescribed times and to demand that their leaders continue to render the necessary assistance for completion of the thesis. It is necessary to stimulate the activity of the interested organizations for the ascertainment and enlistment in postgraduate study of capable young people who have displayed high moral and political qualities.

In this respect an interesting system of the purposeful selection of gifted scientific youth has been developed and is being applied in the USSR Academy of Sciences Siberian Department. Certain steps have been taken in this direction in our republic: for example, the Tbilisi State University has organized a physics-math correspondence school, republic scientific schoolchildren's conferences are being held, creative student associations, particularly student design bureaus, and scientific-technical information groups are being created and so forth. However, all these measures are occurring episodically, and there is no precisely developed system of the preparation of young people for scientific work. At a meeting in the CPSU Central Committee with Great Patriotic War veterans and the solemn gathering in the Kremlin Palace of Congresses devoted to the 40th anniversary of the victory voice was given persistently to the thought concerning the need to raise the younger generation such that in the next few years even it be able to take over concern for multiplication of the country's economic and defense might. This demand applies in full to the education of scientific personnel also. While displaying constant concern for the further strengthening of the republic's economic potential and the acceleration of scientific-technical progress primarily it is necessary to concern ourselves with the replenishment of science with leading personnel and, first of all, to strive persistently for an influx of fresh young forces in science. The republic's future and arrival at the foremost boundaries of scientific-technical progress will depend on this to a large extent.

LABOR

CARTOON COMMENTARY ON PROBLEM OF OCCUPATIONAL SAFETY

Minsk NARODNOYE KHOZYAYSTVO BELORUSSII in Russian No 8, Aug 85 p 47

[Text]



— Как у вас с техникой безопасности?
— Во!

Рис. А. Каршакевича

--How are your labor safety practices?

--Here. See for yourself!

Drawing by A. Karshakevich

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CSO: 1828/233

EDUCATION

HIGHER, SPECIALIZED EDUCATION MINISTER OUTLINES GOALS

Moscow VESTNIK VYSSHEY SHKOLY in Russian No 7, Jul 85 pp 3-10

[Article by V. P. Yelyutin, corresponding member of the USSR Academy of Sciences, USSR minister of higher and secondary specialized education: "The Tasks of the University in Light of the April Plenum of the CPSU Central Committee"]

[Text] With every day, the tempo of preparation for the next, the 27th CPSU Congress in our country is picking up. In all sectors of the national economy, in the party organizations, in the labor collectives of enterprises of industry and agriculture, scientific and cultural institutions and educational institutions, the work that has been done is being summed up, shortcomings and unresolved problems are being exposed, links that are lagging behind are being brought up, and new boundaries are being outlined.

The April (1985) Plenum of the CPSU Central Committee has become a most important stage in this work. In the decrees of the Plenum and in the report of General Secretary of the CPSU Central Committee M. S. Gorbachev at the Plenum, the directions of political, economic, organizational and ideological-theoretical work, which should determine the essence of the pre-congress period, were clearly designated. The decisions of the Plenum met with the unanimous support of all Soviet people, armed them with in principle new ideas, became the source of social optimism, and called forth general businesslike and socio-political enthusiasm.

As comrade M. S. Gorbachev pointed out at the Plenum, the main slogans of the moment, which must be made the leitmotiv of the entire preparation for the 27th Party Congress, is creative work, the unity of word and deed, initiative and responsibility, and exactingness toward oneself and one's comrades. The Plenum pledged to utilize the period remaining before the congress to make a realistic assessment of the results of the development of the country after the 26th Party Congress and to set forth the prospects for the future. Special attention is required by the discussion of general party documents, which will be submitted at the next congress--the drafts of a new edition of the Program of the CPSU, changes in the Party Statutes, and the Basic Directions of the Economic and Social Development of the USSR for 1986-1990 and for the Period to the Year 2000. The most important constituent part of the preparation for the congress is the successful completion of the 11th Five-Year-Plan and the creation of a solid base for the new five-year-plan.

It was noted at the Plenum that our country is moving toward the 27th Congress having an all-round developed economy and skilled personnel of workers, specialists and scholars. With respect to many directions of the development of production, science and technology, we solidly occupy leading positions in the world.

The past period of the 11th Five-Year-Plan is marked by appreciable successes in all spheres of work of the higher school. During 1981-1984 more than 3.5 million specialists were sent into the national economy. This has made it possible to achieve an important increase in the personnel potential of our economy, especially of the areas of intensive development of the productive forces. New, promising directions of the training and retraining of personnel in the sphere of robotics, microelectronics, the automation of planning, laser technology, and genetic engineering have been developed by institutions of higher education. The tasks of improving higher education, which follow from the Basic Directions of the Reform of the General Education and Vocational School, are being solved.

Much has been done to improve the educational process on the basis of the most recent achievements of the scientific-technical revolution and progressive production experience. This is the goal to which the review of the curricula and programs of all VUZ specialties was subordinated. After the June (1983) Plenum of the CPSU Central Committee, a great deal of work was carried out to strengthen the ideological influence of the social sciences on the formation of a scientific world view and an active life position of the future specialists.

Rendering achievements their due, one cannot but perceive the bottlenecks in the development of the higher school. As in other sectors of the national economy, negative trends have come to light in the sphere of public education during the past few years that have affected the results of the work of the VUZ collectives in the 11th Five-Year-Plan. We did not succeed in attaining what had been planned in regard to increasing the level of the training of personnel or in fully overcoming the shortage of specialists in a number of leading sectors of the national economy. The scientific potential of the higher school is not being fully used and the scientific-technical achievements of VUZ scientists are being only slowly introduced in practice. Shortcomings in the utilization of specialists in practical work are restraining the increase in the contribution of educational institutions to the progress of the country. Also disturbing are the violations of state discipline in some VUZ's and tekhnikums, and by far not everywhere has a propitious moral-psychological climate been firmly established.

The decisions of the April (1985) Plenum indicate that the tactic of half-measures does not justify itself in the elimination of these difficulties and shortcomings. Life itself demands profound changes in the entire system of higher and secondary specialized education and calls forth the necessity of an essential renewal of the system of training and the skill improvement and retraining of personnel. Accordingly, the problems of a strategic character are now brought to the forefront in the practical activity of the higher school.

The search for ways of solving them must also constitute the basic content of the work of the collective of the VUZ's, their party organizations, and the administrative apparatus in the pre-congress period.

It is especially important to contemplate the bright prospects of the development of engineering-technical education, the modernization of its content, and the increase in the role and authority of engineers and technicians as the bearers and transmitters of scientific-technical progress. The demand for a review of the list of specialties of the VUZ's and, possibly, also the structure of the training of personnel, has become imminent. More capacious forms of studying the developed curricular and program material must be found and time has been freed for the energetic introduction of the most modern scientific-technical information in the educational process. It is necessary to increase sharply the computerization of the higher school and to ensure that the future specialists have mastered the achievements of microelectronics, the advanced methods and means of production automation, planning and design. This is an urgent matter, which requires in a party-like fashion a creative and innovational approach. The meetings and discussions of comrade M. S. Gorbachev in the Leningrad Polytechnical Institute, which have called forth a broad response in the collectives of the VUZ's, have become an important stimulus for the quickest solution of the difficult tasks confronting us in this sphere.

No less topical is the task of the reorganization of economic education. At the All-Union Scientific-Practical Conference "The Perfection of Developed Socialism and the Ideological Work of the Party in Light of the Decisions of the June (1983) Plenum of the CPSU Central Committee", it was noted: "... without knowledge of the foundations of economics, without the ability to think and act in an economically competent way, there is and there cannot be a modern worker. Economic education is in need of new approaches--a significant improvement and essential renewal of the content and methods of instruction."

Proposals for the reorganization of the training of personnel for the economic VUZ's are already being prepared. The experience of the problems of the higher economic school will have to be fully utilized in the improvement of the economic education of engineers and other specialists, in the improvement of the training of middle-echelon economists, and in the reorganization of training in the system of skill improvement. The indispensable condition of success is the involvement of the best economists, both scholars and specialists of the national economy, in this task. We will have to consider the results of the economic experiments, revise many text-books and educational materials, and create new ones.

The realization of the school reform stands out as the base for the development of engineering-technical, economic and other links of higher education. At the center of attention must now be universal computer education, the introduction of new curricula in the pedagogical specialties, the increase of patron assistance to the schools and vocational-technical schools, the vocational orientation of young people, and the qualitative replenishment of the contingent of the VUZ's.

An urgent task of the pre-congress period is the perfection of the system of retraining and skill improvement of cadres working in the national economy. It is no secret that in this system educational activities still predominate, the training of management personnel and specialists is frequently weakly connected with economic practice and does not fully take into account the

achievements of science and technology and the best domestic and foreign experience. Weak use is being made, for the retraining of personnel, of the special faculties at the VUZ's and the cyclical instruction by disciplines and groups of disciplines. Basically, skill improvement is carried out on the basis of short-term courses, which do not secure an essential renewal of the knowledge of workers.

All of these shortcomings must be eliminated with the aid of a well thought-out complex of measures, closely linked with the tasks of the development of the national economy and the prospects of scientific-technical progress. It is very important to look at this matter in large dimensions, from the perspective of the state, to pursue a policy of creating large centers of post-graduate education capable of serving as catalysts for accelerated socio-economic development, and to thoroughly train specialists for the solution of qualitatively new production-technical and economic problems.

In the higher school, as well as in the educational institutions for skill improvement, the necessity of a kind of re-armament on the basis of the modern achievements of pedagogy and psychology has become imminent. From descriptiveness in instruction it is necessary to move more decisively to active forms of educational work which are conducive to the development of creative qualities of specialists. It is no less important for the educational process to be merged and linked with social practice, with the scientific search, for it to be built in a technically saturated environment, and for the instruction under the guidance of the teacher not to inhibit the independence of those being trained, but to open up real scope for its development.

Considerable experience has already been developed in the solution of these tasks in progressive educational institutions--from the creation of branches of faculties distinguishing themselves in production to the broad utilization of problem-oriented training, businesslike games, methods of analysis of concrete production situations, and simulation on the basis of electronic computers. However, the new and efficient frequently gets on with ossified elements that have accumulated in the educational system that has developed. At times pedagogical innovation is held back by "excessive regulation" of educational and methodological work and by the absence of effective stimuli of high-quality pedagogical work. Anxiety is called forth by cases of oversimplification in teaching, the pursuit of a mechanistic increase in progress, the low level of many school books, and inadequate attention to capable students.

Let us say, practically everywhere the VUZ's do not make use of the opportunity to train the most talented young people on the basis of individual study plans; in many VUZ's they try to "draw in", through scientific research work, the greatest possible number of students and in so doing they do not manifest the requisite concern for its quality. Hours of educational pursuits are expended unproductively and scattered, placed at the disposal of the councils of educational institutions. Among the intra-VUZ publications, one rarely finds original and innovational works, but on the other hand the "secondary literature", the expositions of known books, and superficial methodological instructions have a mass character.

All of these alarming symptoms indicate the stagnation in creativeness in some educational institutions, the contempt for the elements of pedagogical work, and the manifestations of inertia of teachers. The situation must be corrected. Taking into account the best experience at home and abroad and the results of scientific research, it is necessary to develop a precise program for the future, which provides for the creation of an effective system of training that is up to the epoch of the scientific-technical revolution.

The significant improvement of the work with teaching personnel--their selection, placing, training and skill improvement--must become an integral part of this program. In the end, everything that can and must be done in the sphere of increasing the level of the training of specialists, the effectiveness of their training, and the effectiveness of research, has as its basis the improvement of the quality of the work of scientific and pedagogical personnel and the growth of its productivity. We must seriously think over the problem of increasing the labor productivity of teachers and scientists, however new and however unusual this expression itself may sound with respect to the creative activity of the workers in education and science. But science and education have now become transformed into a direct productive force of society, and one can increase this force only by increasing the quality and efficiency of the work of teachers and scholars, by intensifying their responsibility for the final results of their work.

The time has come to review ways of providing moral and material stimulation to pedagogical activity, changing the accounting coefficients of the number of teachers, and improving the staff structure of the VUZ's. At the same time, it is necessary to bring about essential improvements in the work with personnel at the local level, to increase the exactingness toward teachers and to increase the concern for them, to find effective levers to stop negative phenomena in the teaching environment, and to encourage the general establishment of an atmosphere of high responsibility, initiative and creativity in the collectives of educational institutions.

In the activity of post-graduate study of the VUZ, too, not everything gives satisfaction. Frequently the task of the formation of highly-qualified scientific-pedagogical replacements is reduced merely to the preparation of dissertation projects. In the planning of the training of candidates of science, the demand for scientific-pedagogical personnel in concrete spheres of scientific knowledge is insufficiently fully taken into account. A great deal of attention should be devoted to the questions concerning the supervision of post-graduate study, as well as the training of doctors of science. Here we must pursue a firm policy aimed at final results, at the immediate provision of highly-skilled personnel of the priority directions of science and technology. And, of course, we ought to secure that the teaching corps of the higher school is reinforced by more capable and talented young people and attracts the best specialists of the national economy into its ranks.

The most important question in this connection is the development of the system for the skill improvement of teachers, a system which must be brought into full conformity with the new tasks of the higher school. It is no secret that at present the faculty for the skill improvement of teachers is frequently only one of the ordinary faculties of the VUZ and, what is more, not one of the strongest. Frequently it has neither its own personnel nor its own methodical

subdivisions and laboratories. This lowers the quality of instruction and the authority of many faculties for the skill improvement of teachers. The methodic organizational guidance of the skill improvement for teachers is obviously lagging behind as well. The conditions for the activity of the faculties for the skill improvement of teachers have become obsolete. The publication of literature for these faculties and their supply with the most up-to-date information have not been set going.

How to tackle the advance of this most important matter?

It seems that the measures being realized in light of the well-known decree of the CPSU Central Committee on the improvement of the system of skill improvement for the teachers of social science must become a model here. These measures and the experience accumulated in the best institutes for the skill improvement of social scientists must be transferred also to the work with the teachers of other disciplines.

The scientific research work of the VUZ collectives serves as an inexhaustible source of the development of the system of higher education and as one of the leading directions of their direct participation in socialist construction.

What has been done during the past few years in the sphere of planning and organization of research and the strengthening of discipline in this sphere is beginning to produce positive results. It suffices to say that the scientists of the VUZ's are taking part in the realization of 160 out of 170 state scientific-technical programs. However, there is still no organizational-economic mechanism for bringing the results of VUZ research to broad-scale production. This is indicated by both the sluggish tempo of the introduction of scientific-technical achievements and the insignificant number of VUZ scientific projects being accepted for implementation by way of planned procedure.

The policy of the party aimed at every conceivable acceleration of scientific-technical progress makes it incumbent to pursue still more consistently the policy of raising the effectiveness of the utilization of the scientific potential of the higher school. We will have to increase the theoretical level and practical significance of the elaborations, concentrate the forces of the scientists on the most important problems, and strengthen the links of the VUZ's with the sectors of the national economy. And it is not the quantity of plans, programs, conferences or meetings which must serve as the criterion of what has been achieved, but final results: the successes of VUZ scientists in the creation of advanced equipment and technology, the solution of the problems of the intensification of the economy, and, finally, in the utilization of new scientific data for the renewal of the educational process.

The scientific-technical and pedagogical tasks are closely linked with ideological and educational tasks. In the course of the preparation for the 27th Party Congress, it is necessary to take a new step forward along the path of increasing the effectiveness of ideological-political education of students, the strengthening of the relationship of educational work with life.

As is well-known, the April (1985) Plenum directly, openly, and by their names, named the shortcomings that have accumulated in the sphere of education: formalism and edification, idle talk, and the inability to speak with people

in the language of truth. These shortcomings are present in the educational work in the higher school as well. They are intensified by the small-minded guardianship of the young people who are studying, the "excessive regulation" of educational measures, and the nominal style of supervision.

At present it is necessary to arm ourselves with the thesis of our party concerning education in practical matters--in educational matters, in socially useful labor, in matters generated by the initiative of the students and by the initiative of Komsomol organizations. In so doing, the social science faculties must be the leading ideological-theoretical and methodological centers of educational work. It is necessary for the social scientists to interpret the increased demands of the party for organization of ideological-political education and to secure their practical realization. Simultaneously, we must think about how and in what ways the study of the drafts of the general party documents--the new edition of the CPSU Program and the Basic Directions of the Economic and Social Development of the USSR for 1986-1990 and for the Period to the Year 2000--will be conducted in the VUZ's. The task consists in preparing, in the course of the study and interpretation of these documents, the future specialists ideologically and practically for their practical realization, in seeing to it that they acquire a good charge of enthusiasm.

In speaking about the effectiveness of education, we must be fully aware that, to reach every student and every pupil--to penetrate in practice, and not in words--is possible for the teachers' collectives only through the Komsomol organizations. The communists and all workers of the higher school were once again reminded of this by the CPSU Central Committee in its decree on the further improvement of the party guidance of the Komsomol.

Already a whole year has passed since the publication of the decree. What has changed during this period in the joint work of the teachers and the Komsomol committees? Unfortunately, not that much. Meanwhile the past few years have been marked by such inauspicious processes as the reduction in progress and the increase in the selection of students. And, consequently, the teachers' collectives and the committees of the Komsomol have not yet succeeded in creating, within the walls of the educational institutions, the atmosphere of strenuous and creative educational work about which V. I. Lenin spoke, calling on the Komsomol youth to study communism.

It is natural that, in preparing for the party congress, in every VUZ and in every faculty it is necessary to examine again and again the entire arsenal of the forms and methods of education from the point of view of their influence on the educational work of the students, on their civic and professional formation. Hence it will not be superfluous here to consult with the secretaries of the Komsomol organizations of educational institutions, with the most successful students, with the holders of Lenin scholarships, and with young specialists.

In constantly renewing the content, forms and methods of education, we must be tirelessly concerned about the preservation and the augmentation of the invaluable heroic traditions of the past. The celebration of the Day of Victory was penetrated by a spirit of loyalty to the glorious traditions of the party and the people, genuinely nation-wide love, and the most profound respect for the

heroes of the front and the rear, who defended the Fatherland in the Great Patriotic War. It is very important to collect by the fragments and to preserve the entire very valuable experience of the educational work carried out on the eve of the 40th anniversary of the Victory, to make it the property of publicity, and to consolidate it in daily educational practice--all the more so because the Soviet people now live and work in conditions of the increased threat of war and we are obligated to prepare a new generation of specialists ideologically, morally and professionally for the selfless defense of the historic achievements of socialism.

The period of the preparation for the 27th Party Congress coincided with the conduct of the Year of the United Nations Organization, the International Year of Youth, and the 12th World Festival of Youth and Students in Moscow. All this determines the rich rhythm of the ideological life of the collectives of educational institutions, increases the demand for the substance and effectiveness of all mass-political measures, and attaches to them a special festiveness and solemnity, a high international and patriotic sound.

One of the most important aspects of the educational and organizational work in the higher school is the strengthening of order and discipline. In connection with this we should speak especially about intensifying the struggle with drunkenness and alcoholism, which must be given an aggressive character. Together with the organs of education and vocational-technical education, we will have to create a unified system of anti-alcohol education, which is calculated for the entire period of instruction. We must envisage the further strengthening of the non-alcoholic regime in the educational institutions and to involve the students in the struggle against drunkenness. It is necessary to eliminate as soon as possible the lenient attitude toward this vice existing here and there, to exclude it completely both from the milieu of the teachers and the students.

Great attention and energetic action are required by the questions of strengthening the material-technical base of the higher school and the housing and living conditions of the students. It must be acknowledged that the rates of technical reequipment of the VUZ's continue to lag behind the requirements. Year in, year out the plans for the capital construction of VUZ projects fall through. By far not everywhere has everything been done for the strict observance of the requirements of safety technology, labor protection, the creation of normal housing and living conditions for students, and the improvement of their health service and public catering. We are far from having put an end to manifestations of mismanagement and waste. That situation must be corrected.

Plans call for the acceleration of the rates of development of the material-technical base of the higher school in the near future. The equipment of the VUZ's with computer facilities will be fundamentally improved. The VUZ's will receive training and laboratory equipment, furniture, and computers for special purposes. The development and realization of concrete plans for the technical reequipment of every educational institution has been envisaged. All the more important is it to secure the efficient utilization of the scientific and educational equipment that is available in the VUZ's and to make an assiduous and careful attitude to it the norm.

The higher school has been entrusted with a responsible sphere of the international relations of our country. The April Plenum confirmed the firmness of the principal foundations of the Leninist peaceful foreign policy of the CPSU and the Soviet state and underscored the importance of the further development of all forms of international economic, scientific-technical and cultural cooperation as an influential factor in strengthening peace throughout the world and an important condition for the progress of mankind. This is what determines the great tasks of the VUZ's of the USSR in the matter of the perfection of the training and education of specialists for foreign countries and the development of international relations in the sphere of education and science.

At present the plans for 1986 and for the 12th Five-Year-Plan as a whole are developing. We must attain a quality elaboration of the plan tasks in the sphere of higher and secondary specialized education in full conformity with the socio-economic and scientific-technical policy of the party and the state. The tasks of the plan and the very system and practice of planning the training of personnel must be maximally aimed at final results--at the acceleration of the socio-economic development of the country. Meanwhile at this time this does not fully succeed. In particular, although in terms of the scales of the output of specialists the higher school has closely approximated the demands of the country, the deficits and disproportions have nevertheless not been overcome. They manifest themselves even in the largest centers of the higher school--for example, in Moscow, Leningrad, Kiev and Kharkov. At the same time, there is an increase in the number of specialists who are being utilized not in accordance with their designation, in some specialties the surplus output of personnel is being maintained, and their training for new directions is being developed slowly. We must search for additional possibilities for increasing the flexibility and purposefulness of the system of plan management and for the closer link with the demands of the national economy.

We will have to reconsider canons that have become fixed and to find forms of a more balanced combination of centralized principles of planning with the expansion of independence at the local level, with the development of the training of personnel on the basis of direct links of the VUZ's with enterprises. The questions of the coordination and intensification of territorial and branch planning, the taking into account of demographic processes, and the determination of a rational correlation of the output of personnel with higher and secondary specialized education require many-sided study.

The organizational structure of the apparatus of management of the higher school, too, is far from modern requirements. Its basic shortcoming is the dispersion of the supervision of educational institutions, which are managed by more than 70 ministries and departments. This leads to the unnecessary increase of the management apparatus, the flow of paper and agreements. The cumbersome structure hampers the relations of the government departments with the educational institutions and frequently gives rise to confusion. It is clear that the time has come to liquidate the structures of management that have become obsolete, having strengthened the leading links of the government apparatus and having secured the improvement of the content, style and methods of its work. The task consists in seeing to it that all staff members of the apparatus of government work effectively and competently, clearly perceive the prospect, and accurately respond to new trends and to the needs of life.

The realization of the decisions of the April Plenum presents increased demands on personnel, especially on executive personnel. Taking up the pre-congress guard, every worker of the higher school is obliged to brace himself personally, to brace himself socially and with respect to his work, and to inject greater activism into all of his activity as a whole. And the executive organs and party committees must help the VUZ collectives in this, help by increasing the demand, by increasing the responsibility for the implementation of party decisions and for the state of affairs in the sector of work entrusted to everyone.

It is no secret that many of us still need such help and that it makes it possible to bring into operation considerable reserves. The main point is seeing to it that every collective and every worker are not simply assessed on the basis of their affairs, but also feel the harshness of such an assessment and strive for the highest results.

The period of preparation for a congress, by the tradition that has developed in our country, is a period of trying to understand what has been accumulated, a time of bold projects and energetic actions. From the multi-million collective of the higher school, from its most experienced cadres, from young teachers and staff members, from the student youth--from all, the party and the people expect energetic and purposeful, harmonious and creative work, work on the level of the increased requirements of the new stage of the socio-economic development of the country.

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EDUCATION

USSR COMMUNICATIONS OFFICIAL ON SPECIALIZED TRAINING

Moscow EKONOMICHESKAYA GAZETA in Russian No 31, Jul 85 p 11

[Article by V. Lebedev, deputy minister of the USSR Ministry of Communications and chairman of the Council for Economic Education: "The Economic Training of Communications Personnel"]

[Text] More than a million individuals in the branch were engaged in different forms of economic education during the last school year. Of course, the so-called scope of economic training is not an end in itself for us. We try to use the classes to instill work initiative, responsibility for the entrusted task, and modern economic thinking in the students.

Many enterprises in the branch began to perform a large-scale economic experience in 1983. The entire branch will shift to the new management method next year. During the last school year, the students studied the main goals and tasks of the experiment, discussed concrete ways to reorganize the work of collectives and thoroughly familiarized themselves with the accumulated experience during classes in the course "The Economic Mechanism: The Economic Experiment in Industry."

Practically all of the training programs in effect included problems on improving the economic mechanism in the branch.

Studies in the course "Collective Forms For Organizing Labor. Brigade Cost Accounting" brought obvious practical benefits. The branch has many small-size structural subunits and small enterprises. Communications personnel usually have personal responsibility for the maintenance of postal dispatching and, at times, it is difficult to introduce the brigade method.

During classes, students became thoroughly familiar with the principles and advantages of the new work method and with the experiences of the best collectives. This promotes the incorporation of progressive forms for organizing and paying for labor. Thus, 11 brigades, which unite 92 people, were created in the Ashkhabad Oblast production and technical administration. Labor productivity grew here by 25.3 percent during the year. The use of the postal workers' progressive work experience allows the communication centers in Tajikistan to provide 18,000-20,000 additional services to the population every year.

The Central Telegraph communist labor schools have accumulated interesting experience in increasing the effectiveness of training. Students regularly examine questions concerning the improvement of savings methods, perfecting of labor organization and introduction of scientific and technical achievements.

Using specific examples, propagandists in Latvia explain the importance of timely installation of telephones and wired-radio outlets for the population, and they demonstrate the effectiveness of communications services at home.

The performance of practical assignments and the defense of papers contribute to strengthening the concrete direction of the training. In the information and computer center of the Tajik SSR Ministry of Communications, for example, proposals, which were contained in the students' papers, have permitted more than 80 hours of machine time and approximately 15 percent of the paper used for the arithmetic numerical printer to be saved.

Economic training has become more closely connected with increasing the professional skill of the branch's workers. A special section on economics is included in the training plans for raising the workers' qualifications. In many enterprises, this section provides for studying the course that has been recommended for the communist labor school. During the awarding of ratings, the qualification commissions first direct their attention toward the ability of the workers to use the knowledge, which has been acquired, in their practical activity; analyze the collective's work intelligently; develop and defend socialist obligations; and provide a personal account of savings. The Council for Economic Education has prepared special recommendations for the chairmen of the qualification commissions and for enterprise directors. Training has been conducted for workers in the teaching and course combines. We have now summed up the experiences of a number of enterprises and have recommended them for incorporation into the entire branch.

During the preparations for the new school year, special attention will be devoted to the selection and training of propagandists. Here, we are still faced with a significant amount of work. The percentage of propagandists with a higher education is still low for the branch on average. The network of permanently operating republic courses and schools for propagandist skill is still far from being used everywhere.

There is positive experience in Kazakhstan where the Alma-Ata People's University for Technical Progress and Economic Knowledge in Communications is successfully operating. Propagandists within the republic's economic education system are studying in the university. Many Azerbaijan propagandists have undergone training in two-week courses at the republic's VUZ.

During the preparations for the beginning of classes, a large role is being allotted to the institute for increasing qualifications. Its work as a branch instructional methods center, however, still does not completely satisfy us. The regular session of the Central Methods Council for the Economic Education of the Workers pointed out that the institute for raising qualifications is not devoting the necessary attention to questions concerning the instructional

methods support of schools and seminars and to the dissemination of progressive experiences. The institute for raising qualifications has now developed concrete measures to improve the methodological and practical help for propagandists and students in the branch.

The economic education offices must improve their help to the propagandists. It is evident, however, that we have few of them. The council recently completed -- with a consideration of the specific features of the branch -- a type statute on the offices, which has been published in EKONOMICHESKAYA GAZETA, and sent it to all enterprises in the branch.

It is necessary to improve the methodological and informational support of the training process. During the last three years, the overall circulation of branch brochures and recommendations, which were issued for the Council for Economic Education, exceeded 150,000 copies. These were training plans and programs that were supplemented with a consideration of the branch's specific nature, technical and economic surveys, and brochures with descriptions of progressive experiences. The Radio and Communications Publishing House will publish a new series of brochures entitled "Improving the Economic Mechanism in Communications Branches" during 1985. One of the brochures in this series has already been published. There are, however, still frequent cases where the literature, which has been published, and the material, which has been prepared, do not get to the propagandists. The branch magazines have been called upon to provide a great deal of methodological help. The VESTNIK SVYAZI magazine will be used more widely for these purposes. It is planned to publish recommendations, training plans and programs, and articles on experiences in organizing training in this journal.

A single council for economic education, whose composition includes representatives of the ministry and the communication workers trade union central committee, the best propagandists and enterprise directors, has been functioning for three years already in the branch. Sections are working on different training forms, the study and dissemination of progressive experience and the preparation of instructional methods material.

Before the beginning of the training year, "Conductor" meetings are being held with the directors of the councils in the union republic ministries of communications and with the organizers of economic education, and the reports of directors are being heard concerning their readiness to begin classes. The Lithuanian SSR Ministry of Communications Council is working successfully. It conducts classes with the propagandists every month and regularly prepares analytical and methodological material analyzing the work of the republic's communications enterprises and recommendations on equipping the economic education offices.

The search for an effective way to train workers in small structural subunits, which are located far from their enterprises and in which no more than four individuals work, remains an important problem for many councils. Thus, the practice where more than 3,000 postmen and foremen, who service remote population points, attend communist labor schools on kolkhozes and sovkhoses has proven itself positively in Azerbaijan.

During the coming meeting of the council, we will thoroughly discuss the results of the training year in the branch and analyze the council's work from the point of view of the conclusions and recommendations that were made during the review in the CPSU Central Committee Propaganda Department of the work of the RSFSR Ministry of Agriculture's council for economic education. We must also distribute functions more clearly between all interested organizations; define the specific contribution of the administrations of the ministry, its organs on the spot, scientific establishments, and training institutions in improving the economic training of the branch's workers; and increase the responsibility of economic leaders for the organization of training.

In each work collective, economic training must become an essential factor in raising production efficiency and accelerating scientific and technical progress in the branch.

8802

CSO: 1828/189b

EDUCATION

PROBLEMS IN MANPOWER REQUIREMENTS FOR RURAL ECONOMY CITED

Training of Specialists for Work on Farms

Moscow SELSKAYA ZHIZN in Russian 10 Aug 85 p 2

[Article by A. Sivakov, senior worker at the Institute of Economics of the Belorussian Academy of Sciences: "A Dominant Force"]

[Excerpt] 1. RAPO's [rayon agroindustrial association] are already in their third year of operation. They arose as a result of the requirements of both life and production -- in order to solve the rural problems not on the basis of hands outstretched but rather by uniting the forces and resources of partners. And here a very acute need was felt for improving the work of all services, especially their leading force -- specialists. For it is indeed the specialists who are associated most with new developments and it is they who must be joined together in common interests, vertical, departmental and territorial -- "from the earth" -- planning, to organize new economic relationships between agriculture and industry and between all partners. The level of production administration, which requires accelerated improvements, is primarily dependent upon them.

Today, as emphasized during the April (1985) Plenum of the CPSU Central Committee, increasing importance is being attached to such business-like qualities as competence, an appreciation for new developments, initiative, boldness, a readiness to accept responsibility and the desire to learn how to operate on the basis of new developments.

The majority of RAPO specialists are the same individuals who yesterday worked in the rayon agricultural administrations. They mastered their former work very well, but they still do not possess a clear knowledge of what they must do today under the conditions imposed by associations. From a psychological standpoint, it is by no means a matter of simply transforming them into true organizers of social production, who operate the control panels. Nor have their official functions been completely defined or all of the nuances of the new interrelationships between partners clarified. It would appear that there no prepared recipes for operations under various conditions.

The farms and their RAPO partners -- rayselkhoztekhnika, rayselkhozkhimiya and others -- require skilled professional specialists -- agronomists, agrochemists, veterinaries, zootechnicians, engineers, builders and highly skilled economists

and bookkeepers -- who are capable of achieving economies. It has been known for a long time that one becomes rich not as a result of great income but rather through skilful expenditures. A ruble of profit will never be earned if one fails to consider each kopeck of loss. Nevertheless it must be stated that today the center of gravity for solving the personnel problem rests directly with the farms. For it is from the farms that the workers needed most have departed and are continuing to depart. Why is this?

More than 2 million graduates of VUZ's and technical schools are working in the country's agricultural department and roughly nine out of ten of them are located at kolkhozes, sovkhoses or inter-farm enterprises. On the average, each farm has approximately 10 specialists with high educations and two dozen -- with secondary specialized educations. Are these figures high or low?

I have before me the principal indicators for 1982 for 26 kolkhozes in the central Belorussian region. Each one of them has 28 graduates of VUZ's and technical schools -- this is practically the same as the average for the country. It would seem that this is good. There is one alarming fact however -- the excessively large drop in the number of specialists on the farms -- both good and backward farms. At three leading farms which account for 90 percent of the rayon profits, there are 58-60 specialists (of which number 16-20 possess VUZ diplomas and at five kolkhozes which close out the rayon summary -- 19 specialists (of which 4-6 possess VUZ diplomas). In short, there is a threefold void between those moving forward and backward.

At the Rassvet Kolkhoz imeni K.P. Orlovskiy, there are 100 specialists according to the official norms: here more than 50 of the leaders of services, chief or senior specialists possess VUZ diplomas. And the return from their labor is apparent on each field and on each field -- it is manifested in the economic picture, in the high culture of production and in the very tenor of rural life and routine.

An example on an even larger scale can be cited. In Estonia, a large amount of farm output is being obtained per 100 hectares. And Belorussia is by no means last on the list in this regard. In terms of number of specialists however, the Belorussian and Estonian farms differ considerably: In Estonia, there are 24 specialists per farm, including 9 graduates of VUZ's. This is only in four services -- agronomic, zootechnical, veterinary and engineering. And on Belorussian farms there are 13 specialists (four of them holding VUZ diplomas). This is a very small amount where the intention is to have VUZ graduates at all of the key positions.

Life reveals that an average farm in the central zone requires a minimum of two dozen VUZ graduates, or twice as many as is the case today. Here the leaders of weak farms obviously have to overcome a "psychological barrier." Some of them blame the low number of specialists on a farm on the need for achieving economies in wages and in other areas. Such reasoning is not cited on strong farms -- it is understood that a kolkhoz does not "feed" a specialist, but rather a specialist "feeds" the kolkhoz, assuming of course that he is a professional and not an indifferent individual who possesses a VUZ diploma -- unfortunately, such individuals are still being encountered on some farms.

Certainly, it would not be possible in just one year to double the number of VUZ graduates at 47,000 kolkhozes and sovkhozes. During the 10th Five-Year Plan, the increase in the number of VUZ graduates working in agriculture was 154,000, or an average of 3 per farm. This was over a period of 5 years. Thus, not less than three five-year periods are needed for doubling the number of specialists on the farms. But it would be unthinkable to have to wait so long. It is our opinion that some time can be saved by reducing somewhat the number of students being accepted for technical schools and increasing the number being accepted into VUZ's. True, such a solution will not be accepted in a positive manner by all concerned. Some refer to the fact that on many farms, even the best ones, the graduates of technical schools and even practical workers possessing considerable experience and organizational talent are performing successfully as chief specialists and as leaders of services. In youth they simply were unable to obtain diplomas.

However the work of leading farms is convincing: the VUZ's must nevertheless be used as a reference point. For example, if a technician knows his work well, then a VUZ diploma will in no way prevent him from doing it even better. And yet each year 240,000 individuals are accepted into agricultural technical schools, so that after 3-4 years have elapsed one out of every five technical school graduates will undertake a program of study at a VUZ (only slightly more than 100,000 are being accepted into VUZ's annually) -- this is a problem requiring thought and reflection.

It is readily apparent that technical school graduates do not remain on the farms as willingly as do VUZ graduates. The reasons are clear: against today's background in which rural youth possesses a secondary education and high skills, a graduate of a technical school does not possess great advantages as a specialist or leader. Thus the direct reason for carrying out this type of "castling": to reduce the acceptance of students into technical schools and to increase acceptances into VUZ's. As a start -- by at least 30,000 individuals annually, who enter VUZ's with diplomas received from agricultural technical schools. This will objectively reduce the unnecessary expenses for training specialists in technical schools, it will eliminate the losses sustained over a period of several years for carrying out such training in technical schools and it will increase to the same degree the labor productivity of a VUZ graduate and a highly skilled specialist.

It is our opinion that such reorganization must be especially rapid with regard to the training of economists, planners, bookkeepers and others. Indeed, these individuals must play a leading role; with figures in hand for each farm and partner, they must be constantly and accurately aware of the degree to which the overall rayon results are dependent upon the efforts of each entity. For it is the economic service that must monitor the unity of interests and the actions of the partners. Unfortunately however, more often than not its actions and the skills of its personnel are characterized by neglect and derelictions. Whereas among the agronomists and zootechnicians on Belorussian farms one out of every two possesses a higher education, among the economists, planners and bookkeepers -- only one out of every five. And the requirements for such personnel have increased sharply. Departmental cost accounting or the brigade contract method cannot produce any more gain if the economic service does not grow one head taller. It has been assigned such functions as

organizing cooperation among partners and the development of measures for lifting any farm and its subunits from the ranks of those which have fallen behind.

Thus the RAPO's must include personnel "apportionment for tomorrow" among their many concerns, in order to ensure that not only an agronomist or machine operator but also a doctor, teacher and salesman, in addition to good housing, will be provided with fuel and generally everything that is required for life. Assistance must be furnished to those departments whose rayon offices are not included today among the partners of RAPO kolkhozes and sovkhoses. It is believed that not only the rayono /rayon department of public education/ and rayzdrav /rayon department of public health/ but also the council of an association must know in advance how many and what type of specialists associated with these departments will be in the rayon the following year, such that preparations can be made in advance to receive them. The RAPO can and must also solve a strategic task -- how many male and especially female graduates of rural schools must be sent for training not only at agricultural but also at pedagogical, trade, technological and other VUZ's and technical schools.

Observations and a certain amount of experience reveal that it would be useful to change the basic principle employed in assigning specialists to backward farms: they should be sent there not one by one but all at once, with a type of "complete brigade" consisting of young graduates being formed. It would be especially good if, following graduation, the young specialists worked for several months -- served for a probationary period on a good farm, grew accustomed to the work being performed there by experienced agronomists, zootechnicians, engineers and economists and mastered the skills required for solving the tasks that will confront them tomorrow. Surely this will aid them in their new positions!

Allowances for Students in Training

Moscow SELSKAYA ZHIZN in Russian 11 Aug 85 p 2

[Article by A. Sivakov, scientific worker at the Institute of Economics of the Belorussian Academy of Sciences: "A dominant Force"/

[Excerpts] Of the overall number of students attending daytime branches of VUZ's and also technical school students, only one fourth were sent off for training by kolkhozes and sovkhoses, who pay them a raised (even by threefold) allowance and who await their return to their native areas. Certainly, 20,000 such VUZ graduates annually is a very small number for 47,000 farms. In the meantime, those who were trained "at maintenance cost" using state and not kolkhoz or sovkhos rubles make the weather -- indeed there are three times more of them in the rural areas. True, it is not this way in all areas. For example, at the 40 Let Oktyabrya Kolkhoz in Brest Oblast the key positions are occupied by graduates of VUZ's and technical schools who studied on the basis of kolkhoz scholarships. And many of them, especially those on weak farms were moved not so much by kolkhoz concerns but rather by plausible arguments and reasoning, to which is appended the statement -- "in accordance with one's own desires." And this is understandable: there are not even moral brakes which would return in the form of labor the money expended for their training.

Machine operators are trained entirely at the expense of the state. Training, the accumulation of practical expertise -- this is completely their personal affair: an individual selects a profession, he masters it as he wishes and he decides himself where he will go to work: with his father or mother, on a farm or in a workshop of Selkhoztekhnika. The privileges and payments established on many farms for young machine operators are merely sufficient to retain a newly arrived graduate. However they are not extended to those who today are still attending PTU's [vocational and technical school], upon whom tomorrow's harvests, milk yields and weight increases will be dependent and for whom a five-ruble note from the kolkhoz treasury in the form of a student allowance would not be excessive.

A machine operator or specialist, whose training did not cost the farm even 1 ruble, will not arouse in any chairman moral responsibility for whether or not his ability or knowledge is being employed. Nor will an alarm be sounded that such a machine operator or specialist will leave tomorrow either to search for "easier grain" or to find a farm where greater concern is displayed for the workers. Those who tolerate personnel turnover cannot seriously be held responsible -- they can only be scolded. Moreover, new individuals will arrive to take the places of those who departed. And the fewer the number of workers who remain on the farms, the more new graduates will be sent to them and the more groups of machine operators will be sent from among the municipal patrons on an accelerated basis -- within 3-4 months. And the VUZ's, technical schools and PTU's will actually work more in behalf of the kolkhozes and sovkhoses, where the leaders do not understand that stable cadres of personnel constitute a chief condition for efficient management.

It is believed that other action must be taken. Here the RAPO's must play a necessary role: it is within their power to improve personnel work and to undertake measures aimed especially at assigning graduates to weak farms. A RAPO possesses more opportunities for accomplishing this than does an individual kolkhoz -- for example, providing graduates with housing. Here there is better information on providing work for the wives of young specialists and machine operators. They have the funds required for building housing and for creating stable cadres of workers on the farms.

A need obviously exists not only for the farms but also for the RAPO's to conclude contract-agreements with each graduate of a school who selects an agricultural VUZ, technical school or TPU. These documents set forth the obligations of both sides and the advantages, payments and privileges which a machine operator or specialist might expect to receive during his period of training and following it. Although, it must be stated that this is hindered by today's conditions. Can such a contract have the legal force of a document when concluded with a juvenile who has just completed his elementary education and is planning to enter a PTU or veterinary technical school? Nevertheless, the contractual principle appears to us to be the most promising means.

The farms must solve their personnel problems using their own money, otherwise they will be unable to cope with the excessive turnover of young workers, regardless of an increase in the development of such workers.

Over a period of 3 years, 54 graduates of local PTU's were sent to a sovkhos in Vitebsk Oblast and only 16 remained to work. What do these figures tell us?

In order to train 54 machine operators, the state spent 160,000 - 170,000 rubles. But only one third of their number produced any return, while two thirds not only did not provide any return but in fact required additional expenditures in order to provide yesterday's machine operators with municipal professions. In the case of contractual practice (farm - student and farm - educational institute), each leader will be able to estimate which is most advantageous to him: either to send 20 individuals to PTU's and pay 70,000 - 80,000 for their training or to send only 10 and reduce this expense by 50 percent and the other half to use in a manner so as to improve the chances of retaining the machine operators on the farm, that is, to build housing for them and to create other conditions.

Another approach will in all probability be required for the self-training of specialists and machine operators. Today the farms exert very little influence on the quality and profile of training for graduates; it is the state and not the farms that pay for all of the expenses. Under the contractual system, the farms will be compensated if not completely then at least for a portion of the expenses for training, including even bonuses for a high level of knowledge and ability in the graduates.

If we glance into the future, then it is not too difficult to discern one urgent task. Today a tractor operator-machinist of a broad profile is nonetheless a low-profile worker. He possesses knowledge and ability that are associated with only one type of equipment -- a tractor. As the saying goes, he know it from the exhaust pipe to the wheel and from diagnosing defects to assembling and dismantling each unit. Such complete knowledge derives from a number of factors: insufficient reliability of the equipment, weakness of the repair and maintenance service and the various types of equipment on the farms. All of this has hindered for a long period or time the creation of service organizations equipped with a complete set of diagnostic, control-measurement and other types of equipment. But in the future a machine operator will undoubtedly have to become an expert in the operation of all types of agricultural equipment.

However, is he prepared to carry out such functions? Of 2,500 hours set aside at an average rural PTU for the professional training of a broad profile machine operator, only 69 are allocated for studying the principles of agronomy. What can possibly be mastered in such a period of time. For mastering the economic principles of labor and production -- 30 hours are being set aside! When such an approach is employed with regard to the principal knowledge possessed by a farmer, is it possible to discuss seriously a graduate in the same manner as a plowman, an individual who is capable of taking into account all of the intricacies of the agricultural practices employed for any crop, employing the brigade contract method and working in the interest of obtaining a good harvest? Is it possible for such an individual not to know the scientific principles of agrochemistry or how to use fertilizers, herbicides and pesticides. Can such an individual not understand how to observe the land-protective and ecological norms? Will he not be able to employ his knowledge in a practical manner?

The machine pools on the farms are growing very rapidly. In some areas there are not enough machine operators for operating them even in one shift. And

assigning them to just any machine is gradually making less and less sense. A selection must be made of the type machine they are best capable of handling at a given moment. This approach is becoming more necessary in actual practice.

Today many of the graduates of educational institutes of various profiles are turning out to be unprepared for rural life from both a moral and psychological standpoint. One reason for this lies in the fact that a specialist for the rural areas is trained in like manner as one for the city and with the same technology being employed. The training is carried out with emphasis being placed upon the need for obtaining merely a worker, a functioning individual. This is almost, if you please, sufficient for a city and yet it is clearly inadequate for the rural areas. In a city, many if not a majority of the post-work concerns of an individual are taken care of by various services, while in the rural areas the people require a private plot, home, yard and a "second" work shift. And this aspect of life must be taken into account inside the walls of a VUZ, technical school or PTU.

You will not find in any agricultural educational institute, in kind or in models or even in the form of placards, the scantiest selection of light mechanized equipment, which is currently in production for the purpose of alleviating labor and conserving time on the private plots. And indeed these machines and mechanisms will soon become available in the rural areas on a mass scale.

I am aware that some of my considerations and recommendations may seem controversial to some or even unacceptable and in any case not so urgent as to require discussion or adoption at the present time. But at the same time, we must not overlook the fact that the changes examined by us are demanded by life itself and by the requirements for the economic and social development of the rural areas and the country as a whole. And to delay artificially the introduction of such changes is also unacceptable. The problems are at hand and they must be solved.

7026

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EDUCATION

VUZ ROLE IN TRAINING QUALIFIED MEDICAL DOCTORS DISCUSSED

Moscow PRAVDA in Russian 12 Aug 85 p 3

[Article by N. Karkishchenko, medical institute rector and professor, Rostov-on-Don "Who Will Become a Doctor? Higher School: The Demand for a Specialist"]

[Text] How does the path to a medical degree begin? The first step is the entrance examinations to a medical institute. How do these differ from the examinations for any other VUZ? In practically no way. Nonetheless, we know that for mastery of one or another profession desire alone is insufficient. No one is surprised by the severe demands of competitive selection for a position in the health field.

And what about a doctor? What requirements must one who has chosen this profession fulfill? I say that it is a special profession. A doctor is entrusted with our health. And this sums it up. There is nothing on earth more precious than human life. Compassion and responsiveness, self-possession and self-control, unselfishness and readiness for self-sacrifice--all this is demanded of a doctor.

This is why we workers in medical institutes are so concerned with the selection of those who go into medicine. Who will take the Hippocratic oath? Will the words of this vow be spoken hypocritically or with full realization of personal responsibility.

Four years ago, Vladimir Kravtsov entered a preparatory section of our institute. Today he is a party organizer of the fourth-year class. He has been commander of the student construction detachment. He does well in his studies. He is seriously preparing himself for his future profession. But his path to the institute was a thorny one. He tried several times to be admitted and was always unsuccessful. He failed to make the mark. He served in the Soviet Army. He then worked as a physician's assistant in a first aid brigade. Of course, Volodya went well through the school of life, and we are sure that he will make an excellent doctor. But here is the question: are the first year students who are behind him in their student days worthy?

Fine, if the matter is concluded in this way, for example. A youth is taking his entrance exams. And suddenly he asks the professor: "Please give me a Z." "Why?". "I am not suited for medicine, but my parents want me to become a doctor."

Let us say straight out that far from everyone speaks so frankly. To some, it is all the same where they go. For others, the only motive is a strong desire to be useful in caring for public health.

There are also other motives. We were forced to dismiss senior student Sergey I. from the institute. Within several months, this young fellow was scheduled to become a surgeon, but a department head demanded his immediate expulsion. What happened? Sergey grew up in a medical family. He finished school with a gold medal. He entered a technical VUZ. He quit this, and entered the medical institute. For five years he did well, and dreamt of becoming a surgeon. However, in his last year of studies he did not even once approach the operating table. At the sight of a body upon which he was to use a scalpel, his hands became numb. He was simply not able to overcome this. Such a complex phenomenon also confirms this thought: the desire alone to become a doctor is insufficient.

The collective of our institute tries to find its "own" prospective student. This is not a simple process. Tedious work is necessary concerning the professional orientation of future students. Our workers participate in the work of "school academies" and "young medic" circles in pioneer centers and the medical institute itself. We are also in the interschool territorial professional centers.

We pay special attention to stocking the VUZ with students from rural areas. This is an important principle--as the rural regions do not have enough doctors. And let us be frank: who prefers to go there? Former rural residents. They know the village better, much there is dear to them, and they are not new to the tenor of rural life. Institute employees are often in the rural regions, meeting with party and Soviet workers and economic managers. And in turn, they frequently visit us. Stipend-assisted students from state and collective farms have been added to the institute.

But this is a small step towards satisfying the demand of the village for medical workers. We have also taken another step towards finding "our own" prospective student. Boarding school No. 85 is in Rostov-on-Don. We thought: could we not organize a "medical" class there? The party obkom, the oblast executive committee, and the oblast educational department cooperated with us. For several years already the ninth grade of this school has been formed of young people from remote rural regions. We choose them, taking into consideration the recommendations of local organs.

Why did we arrive at the conclusion that we needed to open a "medical" class? We were convinced: young people arriving from the village fail the entrance examinations more often than anyone else. Their general educational preparation is often poorer than the graduates of city schools.

We tried to liquidate this gap. In the "medical" class our men of letters, physicists, and biologists conduct lessons along with teachers. We worked out a program of electives. We gradually train our wards in their profession. They visit hospitals, clinics, operations, and even the dissecting room. I would not hesitate to say that we fulfill a social need of the village. Moreover, we have temporarily chosen young people for the "medical" class only from the northern and eastern regions of the oblast--the need for doctors there is the greatest.

They may ask: and what are the chances of getting into the institute from the "medical" class? We now have more than a hundred of its graduates studying with us. All are normally progressing students and reliable people. The rural hospitals will be well replenished.

The schoolchildren and students with whom we work today will be working at least through the first third of the twenty-first century. Hence the great social responsibility of higher school workers for preparation of the specialists of the future. The decisions of the party and the state on further perfecting the training and retraining of personnel, and on reform of the general educational and professional schools forces us to consider the necessity of substantial reforms of higher schools, including medical schools. And they must begin, in my view, by changing the rules of admission.

At present, the system of entrance examinations at best duplicates, and at worst--revises those of secondary school. In the entrance examinations, we elicit candidates' general sum of knowledge within their school program. The admissions examination to the institute differs from the graduation examination from secondary school only in its greater psycho-emotional stress.

But is it sufficient to evaluate a future doctor only in terms of how strong he is within the bounds of that which he has studied in school? As an illustration I cite an anonymous informational questionnaire, which was distributed among students currently taking their school-leaving examinations. Forty-seven per cent of those applying to medical school thought that they had all the qualities necessary in a doctor. Thirty-seven percent believed that they did not have these, but hoped to develop them in the future. And 16 percent were not able to evaluate themselves, having answered: "don't know." Only 42 percent named kindness and the capacity for compassion as the most important qualities of a doctor, while 36 percent cited a high level of professional training.

The most correct appraisal of the indispensable professional characteristics of a doctor is given by young men and women who have already worked in medical establishments. They have come to recognize the difficulty of the profession from their own experience, and from daily practice. And the progress of such students is significantly greater than that of other school graduates: three quarters of former nurses and hospital attendants will earn only grades of "good" or "excellent."

This year the admissions committee was given the right of noncompetitive acceptance to the medical institute of those who had worked two to three years in public health institutions. We believe that this decision could also be extended to laboratory assistants, and laboratory aides of various public health service systems, of medical institutes, and of the medical NII [Scientific research institutes].

It is thought that a special examination should be held for those who do not have medical training. It should consist of two parts: practical and theoretical. In the practical part, everyone who does not have some special medical service must at some time work in a large department of a city hospital, go through a practical program of general care for patients, and receive an evaluation of their work from doctors of the base hospital as well as institute instructors. The theoretical part, which would be a competitive interview, could consist primarily of questions which one would need some knowledge of to study at a VUZ.

The goal would be not so much to bring out the sum total of knowledge of the applicant to the VUZ, but for him to explain how he would be able to apply his knowledge in certain situations. Skillfully selected problems will help to elicit the capacity of the individual for "medical" thinking.

Of course, this does not exclude serious academic preparation in other subjects, but logically supplements it. We now also widely bring in schoolteachers to visit the entrance examinations. It is perhaps worth while, in general, to have a check on academic knowledge in physics, chemistry, biology and literature by commissions who are appointed by the departments of public education.

It is thought that it would be useful for the Ministry of Health and the Ministry of Higher and Secondary Specialized Education of the USSR to instruct certain large medical VUZ's of the country to prepare and carry out an experiment in new organization of entrance examinations, and of the initial adaptation to the future profession. This experiment would be based on previously applied principles of professional selection.

In one of his publications, the well-known, scholarly professor H. Amosov wrote of himself: "Surgery--this is my destiny!" The further perfecting of the work of higher medical schools must be directed towards making this fine profession the great destiny of every doctor.

13017

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EDUCATION

PROGRESS OF SCHOOL REFORM IN AZERBAIJAN SSR EXAMINED

Baku BAKINSKIY RABOCHIY in Russian 7 Aug 85 p 3

[Interview with Kyamran Nabiyevich Ragimov, AzSSR Minister of Education, conducted by BAKINSKIY RABOCHIY correspondent T. Ganelina: "Time Does Not Wait"]

[Text] On the calendar it is school vacation, but workers in education still have much to do. Summaries of the past school year are performed and tasks are outlined for the new year. After all, the general work on implementing school reform is gaining in strength, its scope is growing... Our BAKINSKIY RABOCHIY correspondent discussed this with AzSSR Minister of Education Kyamran Nabiyevich Ragimov.

[Question] The first year in the operation of the republic's schools under conditions of reform implementation has been completed. Tell us, please, what are its main results and visible changes.

[Answer] The main result, in my opinion, is the fact that in the period which has elapsed since the time of the April (1984) Plenum of the CPSU Central Committee and the Plenum of the Azerbaijan Communist Party held in May of 1984, the implementation of school reform has truly become an all-people's endeavor. The ideas of the reform have found specific embodiment in the work of party, soviet, professional union and Komsomol organs, as well as in the work of pedagogical collectives, ministries and departments, base enterprises and society as a whole. Everyone has turned toward the school! It is characteristic that volunteer efforts and valuable initiative have emerged on site, which are dictated by a concern for the upcoming generations. For example, in Dzhalilabadskiy Rayon there is already a target program being implemented which is directed toward the creation of the best possible conditions for the education and upbringing of school children. Tens of school buildings will be built here by the year 1990, and kindergarten-nursery schools will be opened in all the villages. Free dining will be organized for all school children in the rayon at the expense of the kolkhozes and sovkhozes. Interesting forms of work on the realization of school reform have been established in Sumgait and Mingechaur, in Yevlakhskiy, Shamkhorskoy, Zhdanovskiy, Agdzhahabedinskoy, Lenkoranskoy, Sabirabadskiy, Zakatel'skiy and numerous other rayons.

The material base for public education in the republic has been notably strengthened. The number of secondary schools has increased by 60, and now they comprise over half of the overall number of daytime general education schools.

It is heartening to see that the republic has reached the all-union level in terms of implementation of secondary general education, while in certain indicators it has even surpassed this level.

We have succeeded to a certain degree in eliminating the overload on students. Secondary and excessively complicated material has been eliminated from the educational programs and textbooks. Original programs for the future 11-year school have been developed: for classes I-IV, on Azerbaijan literature, history and geography of Azerbaijan, and a new program on the Russian language for Azerbaijan schools is also being developed.

Educational-training work has noticeably improved in the primary classes and in boarding schools. Class directors now show greater responsibility and interest in their work. All this is a natural reaction to the concern manifested by the party and the government for the teacher. The aesthetic and physical training of students in the primary classes has improved. Lessons in music and singing, expressive art and physical culture are conducted by teacher specialists.

The teachers themselves also had much to learn and to seriously re-structure themselves. I will cite only one figure: 20,000 teachers have already increased their level of training.

[Question] The new school year lies ahead, and our teachers have many questions. Many are interested in how education will be organized for children starting at age six. Will it be conducted at all schools, and will it be mandatory for all children who have reached this age?

[Answer] Based on the proposals of local Soviets of People's Deputies, the Ministry of Education has developed a plan for stage-by-stage transition to education of children starting at age 6 within the course of the next 5 years. We have studied the state of the material base at each school and kindergarten the prospects for school construction, the conditions for organizing the serving of hot meals and the recreation of youngsters, the questions of course re-training of teachers in the primary classes, and the possibilities for timely preparation of study programs and textbooks. After all, the transition to education of 6-year-olds is a multiplanar problem which requires particular attention not only by the organs of public education and pedagogical collectives, but also by the Soviets of People's Deputies, the public health organs, parent's associations, and base enterprises.

The capacities which we have at our disposal make it possible to begin the education of 6-year-olds a year sooner than the time specified in the Basic Directions for School Reform. Already by the new school year there will be over 10,000 6-year-old children in the school primary grades, and in the following year there will already be around 50,000 6-year-olds beginning their education in the primary classes in the Azerbaijan, Russian, Armenian and Georgian languages. By the 1990-91 school year we will invite all children of this age to the schools. At present, however, we do not have a sufficient material base at our disposal to organize their education in all the schools at the same time. However, even where the necessary conditions do exist, primary consideration will be given to the wishes of the parents and the conclusions of medical commissions.

[Question] The CPSU Central Committee and the USSR Council of Ministers have adopted a resolution on measures for ensuring general computer literacy of students at secondary educational institutions and on the widespread introduction of computer technology in the educational process. Tell us, please, how this will be implemented in the new school year.

[Answer] The conference at the CPSU Central Committee on questions of accelerating scientific-technical progress has clearly shown the current nature of ensuring general computer literacy of students in general education schools today. Starting on 1 September, all 9th graders in the republic will begin studying a new subject, "Basics of Informatics and Computer Technology." Very soon a textbook will be published and the course preparation of over 2,000 teachers in mathematics and physics will be completed. The development of special base offices for computer technology in a number of secondary schools and in interscholastic educational-production combines is planned for the years 1986-1990. However, already this year the upperclassmen will be able to become acquainted with the principles of computer operation at information-computer centers assigned to the schools as base enterprises. The 9th graders will receive preliminary training and skills in working with microcalculators. Today there are 4,600 of them in the schools, and in this year alone the Ministry of Education purchased and sent 1,600 microcalculators to the rayons of the republic.

The work training of upperclassmen in the specialty of "computer programmer" is expanding. In conjunction with the SKB [Special Design Bureau] of the AzSSR Academy of Sciences Institute of Mathematics and Mechanics, the development of a large computer technology center is being completed at the UPK [Personnel Training Administration] of Nasiminskiy Rayon. The Scientific-Research Institute of Energetics imeni Yes'man has already equipped a computer center at School No 20 in Oktyabrskiy Rayon. The AzINEFTEKhIM imeni M. Azizbekov, the Azerbaijan State University imeni S. M. Kirov, and the Institute of Cybernetics of the republic's Academy of Sciences are giving extensive aid to the schools. It is important that these valuable initiatives be supported by other institutes and informational-computer centers of the sectorial ministries and departments.

[Question] What will be done for better organization of labor training and productive labor by school children?

[Answer] First of all, we have a fairly good material base for this. Three new interscholastic educational-production combines have appeared in a year. The number of educational shops and sectors at base enterprises has increased from 120 to 320 and the number of job descriptions for work training of upperclassmen has increased from 80 to 105. Over 15,500 additional work stations have been organized for work training of school children and permanent land plots have been assigned to 1,500 rural schools. The school children are engaged in productive labor, turning out production on the account of plans for the base enterprises. The experience of Yevlakhskiy Rayon on transferring student production brigades to in-house cost accounting was approved by the Azerbaijan Communist Party Central Committee and has found widespread application. The Ministry of Education board has approved the experience of joint work for the general education schools of Sumgait, Mingechaur and their base

enterprises on the work training, education and professional orientation of the students, and measures have been defined for the promulgation of this experience.

All this is only the beginning of extensive overall work. As before, we still need more significant aid on the part of the base enterprises, the ministries and departments, the local soviet, professional union and Komsomol organs. After all, in the new school year there are plans for more than doubling the nomenclature of production manufactured by school children, for creating 4 UPK and 200 educational-production shops at the base enterprises and 32,000 additional work stations for school children.

[Question] The next school year is starting, the the editorial staff usually receives complaints from parents and teachers that there are not enough textbooks and supplies in the schools. The situation is usually most difficult in the rural schools. Tell us, please, what measures are being taken to see that all school children are supplied with sets of textbooks.

[Answer] It is true that such problems arose in past years. For example, by 1 September 1984 the schools had a shortage of over 1 million textbooks, and this caused well-founded complaints from parents and teachers. The republic's Goskomizdat [State Committee for Publishing Houses, Printing Plants and the Book Trade] and the Ministry of Education have taken specific measures, and now we may hope that by the beginning of the new school year all textbooks will be published in time and supplied to the sites in their full circulation volume. The schools will receive 6 million copies of textbooks in the Azerbaijan, Russian, Armenian and Georgian languages.

[Question] And the last question. What are the main tasks of the new school year?

[Answer] First of all--improving the style of work of the public education organs and improving the quality of education. The traditional conference held at the Azerbaijan Communist Party Central Committee devoted to the organization of VUZ entrance exams once again stressed the need to improve the quality of knowledge of the students and to evaluate them strictly and exactly. Extensive and tedious work lies ahead on developing original textbooks, on strengthening the material-technical base of schools, and on building schools and preschool institutions. According to our calculations, in order to fulfill the school reform on schedule, it is necessary to build and place into operation school buildings to accommodate 600,000 students. However, the public Gosplan [State Planning Committee] has planned school construction for only 200,000. The solution lies in aid from sovkhozes, kolkhozes and base enterprises, as is the case in the Agdamskiy, Dzhaliabadskiy, Sabirabadskiy and certain other rayons.

We must conduct planned and goal-oriented work with the parents, many of whom are still not involved in the implementation of school reform. We must psychologically and pedagogically direct them toward the fulfillment of their most important duty--parenting. We must basically improve the work of parent's committees and involve more broadly the parent community in participation in school life.

An important direction in our work is the improvement of school nutrition. At the present time the seating space in school cafeterias and dining halls comprises only 56 percent. Only 22 percent of the students receive hot meals. More than 800 rural schools within the service sphere of Azerittifak [not further expanded] have no dining rooms or cafeterias. Only 10 percent of the school children are fed according to the meal ticket system.

The republic's government has adopted a series of specific documents for improving school nutrition and has placed specific tasks before the organs of public education, Azerittifak, and the republic's Ministry of Trade. Joint measures have been developed for literally every school. Now they have only to be implemented.

We must radically improve the methodological work with the teachers, more effectively conduct their re-training at scientific-research institutes on pedagogics and at institutes for teacher training, and more seriously organize work of certification commissions. At the same time we must also show more concern for the teacher.

At the end of this discussion, I must note that in individual rayons the work on realization of school reform is proceeding slowly. The base enterprises have in fact not begun the fulfillment of their responsibilities and are not taking effective measures for strengthening the material-technical base of educational institutions. Time does not wait, and we cannot afford to linger! These are the positions from which all party and soviet organs at work sites, all base enterprises and all labor collectives must approach the school problem.

12322

CSO: 1828/194

EDUCATION

HIGHER PERSONNEL STANDARDS NEEDED FOR APK IN MOLDAVIA

Kishinev SOVETSKAYA MOLDAVIYA in Russian 12 Jul 85 p 2

[Article by D. Andreytsev, senior scientific worker at the Institute of Economics of the Academy of Sciences for the Moldavian SSR and candidate of economic sciences: "Personnel for the APK"/

[Text] The requirements with regard to the level of professional and ideological-political training required for leading personnel and specialists are constantly increasing. As noted during the April (1985) Plenum of the CPSU Central Committee, the importance of such business-like qualities as competence, an appreciation of new developments, initiative and the ability to start a task and follow it through to completion continues to increase at the present time.

Exactly what knowledge and skills are required today by the APK [agroindustrial complex] leaders and specialists? In order to be able to answer this question, we interrogated 1,400 workers performing administrative functions at sovkhos-plants of the Ministry of Viticulture and Wine Making.

The questionnaire revealed that 33.5 percent of them have higher educations, incomplete higher educations -- 6.9 per cent, secondary specialized educations -- 41.2 and secondary educations -- 17.4 percent. Higher and secondary specialized educations are possessed mainly by persons under 50 years of age. On many farms, the positions of chief (senior) veterinary doctor, engineer-reclamation specialist and technologist are occupied by persons possessing secondary specialized educations. The educational level is very low among bookkeepers and their deputies. With regard to personnel in the middle echelon of administration -- zootechnicians, technologist-agronomists, heads of farms and brigade leaders -- three fourths of them possess secondary specialized educations. A portion of the leaders of branch brigades and animal husbandry farms lack specialized educations.

Studies have shown that of the overall number of specialists attached to the APK of the Moldavian SSR, more than 13 percent are not using the specialties obtained at educational institutes.

The leaders and specialists of kolkhozes, sovkhoszes and other agricultural enterprises must possess knowledge in the area of modern methods of planning

and administering production, progressive methods and forms for labor organization and wages and leading methods for the operation of complicated equipment and new machines. As revealed by the questionnaire, 16.7 percent of the leaders and specialists must improve their knowledge of the scientific principles of production administration, 23.4 -- labor organization, 25 -- economics and 18.9 percent -- the technology for production on an industrial basis.

A definite amount of work is being carried out throughout the republic today in connection with improving the skills of leading APK personnel and specialists and each year more than 8,000 individuals are being influenced by this work. Here let us also add gatherings of young specialists, economic training, national universities, schools of the party-economic aktiv, problem seminars and other forms for improving the level of knowledge.

Practical measures aimed at implementing the decree adopted in January by the CPSU Central Committee and the USSR Council of Ministers entitled "On Further Improving the Skills Possessed by Leading Personnel and Specialists Attached To the Agroindustrial Complex" will promote a considerable improvement in the work directed towards raising the level of skill possessed by administrative personnel. A republic higher school for APK administration has been created attached to the MSSR Ministry of Agriculture, where the leading personnel and specialists of ministries, state committees and departments and rayon organs for APK administration will improve their skills. A number of schools for raising the skills of personnel have been converted into schools for agricultural administration and new schools have been created at sovkhoz-technical schools.

Nevertheless, the existing system for retraining and for raising the skills of leaders and specialists is in need of further improvements. It is still not fully responsive to the requirements and tasks flowing out of the instructions handed down by the CPSU Central Committee concerning modern personnel policy and it does not ensure the established periodicity or the availability of instruction for all categories of workers. There have been instances where the leaders and specialists of farms were never assigned to courses aimed at improving their skills. Many of those whom we interrogated last attended a training course 5-6 years ago. The specialists of ministries and departments of the agroindustrial complex improve their skills on an irregular basis. Hence, they tend to perform their tasks based upon old knowledge.

Many shortcomings are also to be found in the training process itself. In the training plans and programs, very little attention is given to illuminating those questions concerned with the economic policies of the CPSU, the achievements of science and leading practice, a study of production efficiency, or those questions concerned with improving the economic mechanism of the APK or the brigade method of labor organization. A maximum amount of attention is being given to those problems associated with production technology. At the present time, the task has been assigned of examining the training plans and programs.

One shortcoming in the retraining of personnel is the mechanical copying of VUZ instructional methods. For skilled specialists, rather than a lecture or

seminar in the usual form for a student, a live discussion will be considerably more effective and also a joint search for the best technological, economic and administrative solutions, based upon an analysis of the specific organizational situations.

The majority of ministries and departments included in the APK are not fulfilling their established plans for the retraining of personnel. This applies in particular to the Council of Kolkhozes for the MSSR, Moldefirmaslo-prom and Miniselkhoz /Ministry of Agriculture/. In many instances, specialists who are working in an energetic and productive manner are not being sent off to undertake courses aimed at improving their skills, since they are constantly busy and constantly needed on their farms. But the interests of production require that precisely such promising workers be sent to undertake such courses.

A system is presently being introduced into operations which will require each promotion of a leader or specialist up the official ladder to be accompanied by efforts directed towards raising the individual's skills. Thus special attention must be given to improving the selection of students for courses. Indeed, it often happens that individuals are sent for training who lack organizational skills and the required operational experience and, as a result, a considerable number of them are unable to be advanced to a leading position.

The educational institutes must have at their disposal highly skilled teaching staffs, good training and production conditions, equipment and transport means. More extensive use should be made, for lecture purposes, of the republic's leading scientists, specialists and the leaders of party, soviet and economic organs. Ideally, each production collective should have long-range plans for training and for improving the skills of workers.

Leading kolkhozes, sovkhoses, brigades, farms and departments provide a base for the production training of students and for their probationary period. Experience indicates that the time set aside by programs for probationary work at given farms (12-15 days) is inadequate. A need exists for increasing it to one month. It is also important for the reports and responses concerning the carrying out of probationary work to be taken into account when considering individuals for promotion.

A positive factor for strengthening administrative skills in leaders at all levels is their participation in social life.

There are still many problems in the work of training and retraining personnel in the administration of agriculture and agroindustrial associations. Successful solutions for these problems will serve to guarantee the accelerated implementation of the country's Food Program.

7026

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EDUCATION

BETTER MOLDAVIAN VOCATIONAL TRAINING FACILITIES ADVOCATED

Kishinev KOMMUNIST MOLDAVII in Russian No 6, Jun 85 pp 92-96

[Article by G. Kushnir, chairman of the Moldavian SSR state committee on vocational and technical education: "The Affairs Are Great - the Concerns Are Common"]

[Text] Our party and government have always devoted and continue to devote unremitting attention to the education of the young working generation. New evidence of this is the approval of the 11th convocation of Basic Directions in Reform of General Education and Vocational Schools by the April (1984) plenum of the CPSU Central Committee and the first session of the USSR Supreme Soviet.

The system of vocational and technical education is rightfully considered to be the main forge of young working cadres, which prepares them for all sectors of our country's national economy. In the Moldavian SSR, it unites 105 educational institutions in which more than 52,000 young men and women master various professions and trades. During the years of the 11th Five Year Plan, the PTU [vocational and technical schools] sent more than 120,000 of their graduates to plants, factories and construction projects. They comprise today one third of the total young replenishment of the republic's labor collectives. As was noted at the April (1985) plenum of the CPSU Central Committee, the party considers the fundamental acceleration of scientific and technical progress to be one of the key factors in the intensification of the national economy. In the fulfillment of this most important task, a large place is assigned to the training of young workers.

The dimensions of the further development of the system of vocational and technical education are clearly defined by the reform of general education and vocational schools, which is an integral part of the planned and comprehensive perfecting of developed socialism. It involves raising the work of general education and vocational schools to a new qualitative level, corresponding to the conditions and requirements of developed socialism.

Implementation of the reform has been calculated on a long-term basis, but the guarantee of its successful realization lies in the present. Complex measures for the realization of the reform, worked out by our committee, have become the real working program for the engineering and teaching

collectives in the republic. In the course of deciding on primary tasks, major attention was devoted to the qualitative conduct of the reorganization of various types of vocational and technical schools into a unified type - a secondary vocational and technical school. The majority of them have become complex, that is the training of specialists is conducted on the basis of both incomplete and complete secondary education. The reorganization was conducted, so to speak, on the run, and required a radical reconstruction of the whole educational process, an increase in its systematic security, and improvement in the style of work of cadres and, in large part, a change in their psychological temperament as well.

Aside from organizational measures, work has begun on the reconstruction of educational programs. Subjects connected with the study of questions regarding automation of production and new technology have been introduced into them, minor theoretical material has been reduced and the number of study hours has been redistributed. A new division has been introduced: "Progressive Forms of Organizing and Stimulating the Work of Workers," in which particular attention is devoted to the inculcation in youth of habits of economic thinking, the study of questions regarding the organization of brigade contract, the introduction of cost accounting, and various forms of material and moral stimulation under new working conditions. Proceeding from the requirements of the reform, there has been a broadening in the training of qualified personnel for production and the utilization of new technology and automated sectors, with the application of computers and robots. Specifically, new specialties have appeared in schools already this year: computerized machine tool operator, magnetic recording operator and others. The course, "Fundamentals of Programming and Computer Technology," has been introduced in all schools and universal computer education is being implemented.

The great and complicated tasks, which the system of vocational and technical education must resolve as never before, require scientific security. This is quite understandable, since the training of young workers must correspond to the demands of developing scientific and technical progress. Closer business contacts have been established recently with the Moldavian SSR Academy of Sciences and with the republic's Ministry of Institutions of Higher Education. Subjects of joint scientific research and elaboration, as well as plans for new textbooks, are contemplated and are already being realized. Special cycles of lectures for PTU workers are being conducted, while there are monthly Science Days for students.

Particular importance now attaches to the strengthening of the ideological, political and moral education of youth, as well as to the purposeful and effective organization of extracurricular work. At the present time in the republic's schools, a system involving continuous educational procedure is being introduced which presupposes a unified schedule of extracurricular measures, consultations, hobby group, club and athletic pursuits - in brief, a scientifically based routine which takes into consideration the specific character of education and the contingent of students. In order to coordinate and increase the effectiveness of educational work, the position of class teacher has been introduced this year in every group.

In training young men and women for work, school teachers strive to embody in practical terms the Leninist thought regarding the fact that "it is impossible to imagine the ideal of the future society without a combination of study and productive work on the part of the young generation..." (Complete Works, vol. 2, p. 485). It should be emphasized that the system of vocational and technical education has great possibilities at its disposition for the fullest implementation of this requirement. It suffices to say that the basic production funds of the republic's vocational and technical schools comprise 118 million rubles. In the past year, in the process of practice, the volume of work and production accomplished by students amounted to a total of six million rubles. But fulfillment of orders from basic enterprises and output of consumer goods occurs in only 38 schools. For that reason, our immediate task is to transfer all practice of future workers solely to output of planned production. With this aim, work is being conducted by the state committee on technical and economic documentation for various articles and their products list. In addition, both the needs of the educational process and the possibilities of the physical base of the vocational and technical schools are being taken into account. Some types of complicated technology, such as automatic tables for technical means of instruction, selectors and others, are already being prepared in a number of schools.

The formation of young workers and the education of active citizens depends largely on engineering and teaching personnel. It was noted at the April (1984) plenum of the CPSU Central Committee that without a corresponding increase in the theoretical, professional and general cultural training of all the masses of teachers, it is impossible to increase the quality of the educational process. In order to establish constant control over the professional growth and self-improvement of the engineering and teaching personnel in schools, certification of teachers, masters and educators is conducted on a regular basis. The result of this has been that the titles of methodologist teacher, senior teacher, 1st and 2nd category master of production instruction and methodologist educator have been conferred on 260 workers. In point of fact, only the first steps have been taken.

In order to train future workers better for work, the vocational school needs a modern physical base: well equipped classrooms, workshops, training grounds, etc. The importance of this aspect in the organization of instruction and the conducting of the reform was also emphasized at the April (1984) plenum of the CPSU Central Committee: "It is now important to consider the fact that the ideas of the reform should be put fully into practice and not remain on paper. The main point here is to build a solid physical and organizational foundation under all work to transform the schools." A great deal has been done in our republic during recent years to strengthen this foundation. New facilities for PTU complexes are growing. Since the beginning of the five-year plan alone, construction has begun on instructional, laboratory and practical facilities for 6,120 places, 14 hostels, 6 dining halls and other projects. Construction is being completed on the Kotovskoe and Slobodzeyskoe PTU, while the largest school in the republic, with 960 places, is being built in Ryshkany. 2,500 metal cutting machine tools, forging and pressing equipment, gas welding equipment, construction and other equipment, as well as 1,720 agricultural machines of various brands are at the disposal of the students.

The question arises as to whether this is sufficient for the full training of worker personnel. In general and as a whole, educational institutions which train worker personnel for industry - and this comprises two thirds of all schools - are equipped to only 70 percent with workshops, construction training grounds and laboratories, and to only 50 percent with technology and equipment. 50 workshops and more than a thousand items of necessary equipment are required additionally, for example, by the vocational and technical schools of the ministries of construction and light industry at the present time. The state of availability of other technology also cannot be considered satisfactory. Thus, the republic's PTU are provided with only 7 percent of graders, 50 percent of automobile cranes, 60 percent of excavators and 30 percent of automatic shovels and irrigation and other land development technology. It should also be mentioned that the majority of the mechanisms and machines given to their PTU by the basic organizations are obsolescent and physically antiquated. Thus 40 percent of the woodworking machine tools and welding equipment in use by the schools have been worked with for ten to twenty years. Every fifth metal cutting machine tool has been used for more than twenty years.

The case is no better with regard to the physical base in the agricultural PTU as well. In only a third of them are there training operations and most of these have "miniature" plots of land. For example, in the Dubossarskoe SPTU [agricultural vocational and technical school] - 10 and the Chadyr-Lungskoe SPTU-14, there are inconvenient places: up to 20 percent of the land consists of ravines and landslips. 18 of the republic's PTU do not have any training operations at all. In order to organize them, at least 3,810 hectares of land are required, which would be 0.35 hectares per student (the union norms, incidentally, recommend up to two hectares). But even with respect to such modest needs on the part of the schools, the ispolkoms of the Soviets of people's deputies of the Grigoriopolskiy, Yedinetskiy, Kalarashskiy, Kotovskiy, Kutuzovskiy, Leovskiy, Nisporenskiy, Novoanenskiy, Tarakliyskiy and Ungenskiy rayons have still not resolved this problem. All of the aforementioned are not permitting fulfillment of the program of production training to the full extent; they are creating tension in the routine of work of the educational institutions; they are hampering the organization of experimental and research activities; and, of course, they are having a negative effect on the qualifications of the graduates.

The real basis for successful resolution of all these problems is the new Statute of the Basic Enterprise, which obligates the patronage organizations to ensure that the PTU have modern equipment, means of transport, agricultural technology, fuel and lubricating materials, etc. This document is aimed at eliminating, in practical terms, all conflicts which impede production instruction and labor education of the working generation. It should be noted that there are already examples in the republic of successful resolution of this question. Without belittling the merits of the engineering and teaching personnel of the Kishinev SPTU-63, I would like to say that one of the major combined successes of this collective is the businesslike relationship with the basic MDK [not further identified] enterprise "Kodry". In the current five-year plan alone, the combine has allotted 125,000 rubles

to strengthen the material and technical base of its school. The Tiraspol'skoe cotton production association continually renovates the equipment in the workshops of the 60th Anniversary Moldavian LKSM [Komsomol organization] SPTU-64 and sends specialists to service it. The workshops of the Yu. Gagarin SPTU-5 have been transformed into the production instruction shop no. 33 of the S.M. Kirov foundry machine plant. As a structural subdivision, it has a specific staff of workers. Here, the plant has also taken upon itself the responsibility - together with the school - for the whole process of production instruction. In the current year alone, the school's workshops have been enriched with new metal cutting machine tools, two of which are computerized. These examples convincingly demonstrate that it is always possible to resolve the "school - basic enterprise" problem, but mutual interest and creative cooperation are necessary for this. It is precisely by means of this kind of common work that it is possible to train highly qualified workers, and through this everything is gained.

Major construction has become another important problem in the implementation of the vocational school reform and in the strengthening of the school's physical base. At the present time, provision of production instructional areas to all of the republic's schools comprises 82 percent of the norm, provision of hostels comprises 64 percent, and provision of dining halls comprises 77 percent of the norm. Such a situation seriously hampers the educational process. Moreover, by means of the school reform, it is contemplated that in the future, there will be an increase of about double the number of 8th (9th) grade graduates entering the secondary school. This means that it is imperative to construct an additional 58 PTU complexes in the republic, each for 720 places. But in view of the current rates of school construction, this important state task will hardly be fulfilled in time. During the years of the 11th Five Year Plan, it was contemplated to construct vocational and technical schools for 7,620 places. The situation today is not reassuring. Thus, the ministries of light industry and fruit and vegetable cultivation, the Office of Moldavian Railroads and several other departments have not even begun construction. The Ministry of Viticulture and Wine Making has been limited by the compilation of planning documentation, while the "Moldselmash" PO [industrial association] still does not even have planning documentation.

Three years ago, the builders of Minselstroy laid the foundation of a public facilities complex and workshops for the Drokievskoe SPTU-23, but the structure has not been erected above it until now. The ministries of food industry, public services, municipal housing and procurement, as well as the Soviet kolkhozes, postpone school construction from one five-year plan to another. As a result of this attitude, during the last two five-year plans in the republic, 18 PTU complexes have not been put into operation and the system of vocational and technical education has obtained 11,000 fewer places. During the years of the current five-year plan, only 78 percent of capital investments have been developed. Of the ten planned complexes, six will not be put into operation in 1986.

The situation that has taken shape also affects the structure of school entrance. In order to provide a plan for the training of workers, the PTU are obliged to increase the entrance of 10th grade graduates (last year, they comprised 46 percent of all those completing school, while 8th grade graduates comprised only 25 percent). The desire of many teenagers to learn a profession, has, unfortunately, not been satisfied, a fact attested to by the competitions for preliminary interviews. The disparity existing in the republic between the available possibilities and the requirements for the expansion of the network of schools should be considered as a second difficult question in the training of young workers. Thus, for example, PTU with a specialty in construction comprise 28 percent of the total number, but we do not have a single school for training specialists in instrument building. Such large enterprises as the K.U. Chernenko "Volna" PO, the "Vibroprigor" PO, the "Mikroprovod" NPO [scientific-industrial association], the 50th Anniversary of the USSR calculator plant, the 60th Anniversary of the USSR "Mezon" plant and others still do not have their own PTU.

Difficult tasks are assigned to the country's vocational schools. The well-being of our society and the level of its socio-economic development depend upon who will arrive tomorrow at the shop, the field and the construction site. The education and training of the young working class generation is a state matter. No one must stand aside, for success depends upon the creative, interested attitude of all links which participate in the education of the rising generation of the republic's working class.

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12249

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EDUCATION

EDUCATIONAL CHANGES IN GORKIY OBLAST REPRODUCED BY CPSU

PM151021 Moscow PRAVDA in Russian 10 Aug 85 pp 1,2

[Unattributed report: "At the CPSU Central Committee: On The Party Leadership of Work to Implement the Reform of General Education and Vocational Schools in Gorkiy Oblast"]

[Text] The CPSU Central Committee has examined the question "on the Party Leadership of Work to Implement the Reform of General Education and Vocational Schools in Gorkiy Oblast." The resolution adopted notes that the Gorkiy Oblast Party Organization has done a certain amount of work to implement the reform of general education and vocational schools.

Party Obkom, Gorkom, and Raykom Plenums and Soviet sessions have examined and approved organizational-political measures and comprehensive plans for the phased implementation of the school reform between 1985 and 1990. All labor collectives have conducted a broad discussion of the reform's aims and tasks and have clarified its provisions. Quite a lot has been done to improve the conditions of student's labor education and training and to organize their socially useful labor. All schools and vocational and technical schools have been allocated base enterprises. The latter give great help to educational institutions in strengthening their material base and doing educational work. The Network of Educational Institutions is being improved and measures are being taken to preserve small rural schools.

At the same time the CPSU Central Committee drew attention to the fact that the measures taken to restructure the training and educational process in educational institutions still do not ensure that schools reach a qualitatively new level at the necessary rate. The Gorkiy CPSU Obkom and the Oblispolkom have become noticeably less active in work on implementing the school reform and are not showing sufficient persistence in fulfilling the plans of measures adopted in connection with it.

The party Obkom, Gorkoms, and Raykoms have achieved no improvement in the style and methods of leadership of educational institutions on the part of public education organs. In many instances these organs are working in the old way, which is not helping to remove formalism, the obsession with grades, and other negative phenomena from school practice. The content of methodological work gives teachers little assistance in improving lesson quality. Party committees

do not examine in depth the life of schools, vocational and technical schools, or technical colleges and are lax in enhancing the role of primary party organizations in the activity of teacher training collectives. Little attention is being paid to work with leading cadres of schools, vocational and technical schools, technical colleges, and public education sections and to raising their ideological-political and professional standard.

The Oblispolkom, Gor(ray) Ispolkoms, and base enterprises have not fully studied questions of organizing student's labor training. Over 30 percent of school-children have not been provided with work places as required by the new education plan. Due attention is not being paid to organizing young people's vocational guidance. Student's technical creativity and experimental laboratory work is not being developed.

The party Obkom, Gorkoms, and Raykoms have not managed to increase the active-ness of Komsomol and young pioneer organizations and student self-management organizations in schools and vocational and technical schools in instilling in students a conscientious discipline and a responsible attitude to study, labor, and the fulfillment of social assignments. Teacher training and production collectives are not exerting effective influence on the process of children's education within the family. Many juveniles behave incorrectly in public places and show disrespect to their elders.

The network of children's preschool institutions is developing slowly even though the population's need for them remains acute. Plans for the construction of vocational and technical schools are regularly unfulfilled, and resources allocated for those purposes are not being used.

The resolution points out that the shortcomings observed in implementing the reform are also connected with the fact that the USSR Ministry of Education, the USSR State Committee for Vocational and Technical Training, the USSR Academy of Pedagogical Sciences, the USSR Ministry of Higher and Secondary Specialized Education, and the corresponding republic ministries and departments are not showing persistence in improving their work style and methods, are late in formulating new educational-methodological literature and normative documents, and are failing to provide them to schools and vocational and technical schools on time. Those ministries' party committees are doing a poor job of monitoring the activity of apparatus workers in fulfilling party and government directives.

The CPSU Central Committee has instructed Gorkiy Party Obkom and Oblispolkom to take resolute measures to eliminate existing shortcomings in the implementation of the school reform and to focus the efforts of party, Soviet, trade union, and Komsomol Organs on organizational work directly within the educational institutions and labor collectives. Party Raydoms and Rayispolkoms must examine in greater depth the content of the daily life of schools, vocational and technical schools, and technical colleges so as to raise the ideological-theoretical level of basic science teaching and fundamentally improve the quality of student's training and education and their preparation for socially useful labor.

Active creativity, initiative, order, organization, personal responsibility, and discipline must be ensured in educational institutions, and every educational worker, teacher, and master of production training must campaign actively to implement the reform's ideas.

The party Obkom, Gorkoms, and Raykoms are called on to direct the work of public education organs and teacher training collectives toward enhancing the training and education process and improving the activity of methodological associations in schools and vocational and technical schools. They must provide the necessary conditions for the creative growth of teachers and educators and their assimilation of effective forms and methods of training and educating students. Cooperation, the exchange of experience, and mutual assistance among schools, vocational and technical schools, and technical colleges must be expanded. There must be constant concern to improve the work of rural schools, particularly small ones.

Attention was drawn to the need to further strengthen educational institution's party organizations and improve their work style and methods and to increase communist's responsibility for implementing the reform.

The CPSU Central Committee has instructed sector ministries and departments and base enterprises to ensure the creation of the necessary number of work places and the allocation of specialists and instructors to organize students' socially useful productive labor. The party Obkom, Gorkoms, and Raykoms must intensify the monitoring of base enterprises' activity and their fulfillment of commitments to educational institutions and step up the work of party committees' sectoral sections in this area.

Soviet Oblispolkoms, Corispolkoms, and Rayispolkoms, public education sections, and teacher training collectives, in conjunction with enterprise, Kolkhoz, and Sovkhoz leaders, are instructed to improve the organization of young people's vocational guidance and link it with the needs and prospects of the development of enterprises in each city and Rayon in the Oblast. The need to work must be instilled in children from an early age and their preference for a specific job identified.

The resolution points out that the Oblast Party, Soviet, Trade Union, and Komsomol Organizations must take measures to radically improve extramural work with children, especially in the local neighborhood. For this it is necessary to develop the network of special interest clubs and societies and technical creativity, research, and experimental activity.

The CPSU Central Committee resolution stresses that Komsomol Organizations should step up work on student's ideological-political, moral, labor, and physical education and increase the activity of young pioneer's organizations, Little Octobrist groups and student self-management organs in schools and vocational and technical schools. Conscious discipline, high moral qualities, and a responsible attitude to study, labor, and the performance of social assignments must be persistently fostered in students.

The party Obkom, Gorkoms, and Raykoms must pay more attention to work with directors of schools, technical colleges, and vocational and technical schools,

and leaders of public education organs and organize regular training and skill-raising for them. They must strive to ensure that all public education workers understand thoroughly the need for a radical restructuring of the training and education process, the elimination of stereotyped working and formalism in its organization, and the struggle against the obsession with grades and other negative phenomena and that they are ready to work in the new way. Measures must be taken to ensure that all educational institutions are fully staffed with cadres of teachers and educators and improve the selection by teacher training institutes and colleges of young people who show an interest in educational work.

Soviet Ispolkoms and Trade Union Committees must pay more attention to questions of improving consumer and housing services for teachers and other public education workers and take constant care to create the appropriate leisure, relaxation, and health care conditions for them.

The USSR Ministry of Education, the USSR State Committee for Vocational and Technical Education, the USSR Ministry of Higher and Secondary Specialized Education, and Ministries and Departments, Union Republic Communist Party Central Committees, and Party Kraykoms and Obkoms are instructed to analyze the results of work done in implementing the reform of general education and vocational schools during the 1984-1985 academic year and take additional measures to intensify it in the light of that analysis.

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EDUCATION

CPSU CENTRAL COMMITTEE SETS FORTH TASKS ON EDUCATION

PM081100 Moscow PRAVDA in Russian 7 Aug 85 pp 2-3

[Unattributed article: "The Marxist-Leninist Education of the Working People -- Up to the Level of Present-Day Tasks"]

[Text] The CPSU Central Committee has determined the tasks and particular features of the organization of party study and economic education for the working people in the 1985-86 academic year. They are associated with the preparations for the 27th CPSU Congress, the completion of the current 5-year plan, and the commencement of the 12th 5-Year Plan, and arise from the content of new party documents.

The CPSU Central Committee April (1985) Plenum put forward a program for accelerating the country's socioeconomic development which is imbued with the party's concern for improving the people's living standard and strengthening the country's economic and defense might and international positions and with a sense of responsibility for the future of world socialism and for peace throughout the world. The conference at the CPSU Central Committee on questions of accelerating scientific and technical progress examined the main avenues of the party's economic strategy and discussed concrete ways of modernizing the national economy, restructuring investment policy and structural policy, further developing and efficiently utilizing scientific and technical potential, saving resources and improving output quality, and profoundly restructuring the planning and management system and the entire economic machinery.

The resolution of the tasks set requires the mobilization of all organizational, economic, and social factors, the imposition of order, the enhancement of responsibility and discipline, and the improvement of the style and methods of work with people. In his report at the Central Committee conference on questions of accelerating scientific and technical progress M.S. Gorbachev, General Secretary of the CPSU Central Committee, noted: "All the party's experience indicates that you cannot change much in the economy, management, or education unless you carry out a psychological restructuring and develop the desire and ability to think and work in a new way." The human factor and the masses' creative initiative are society's decisive force for transformation, the source of progress in all spheres of activity. The party's ideological work and the Marxist-Leninist education of the working people have a special role to play in activating this factor.

Marxism-Leninism is the immutable scientific basis of party policy at all stages of communist building. Our party constantly measures its practical activity against the teaching of K. Marx, F. Engels, and V.I. Lenin, creatively enriches revolutionary theory, and is guided by it in resolving the present-day tasks of social development. The study by Communists and all working people of Marxist-Leninist theory, CPSU policy, and the historical experience of building socialism in the USSR and the fraternal countries was, is, and will continue to be a very important avenue in work to arm the masses ideologically, develop a materialist philosophy in Soviet people, and enhance their political awareness and labor activeness.

The concrete content of political and economic studies for each successive academic year is determined in the light of the actual situation, the existing level of cadre training, and the tasks facing the party and all the Soviet people. The last academic year was characterized by the further deepening of a number of positive trends which have taken shape in Marxist-Leninist education since the 26th Party Congress and the CPSU Central Committee June (1983) Plenum. The interest of Communists and nonparty people in the Leninist theoretical legacy, the CPSU'S historical experience, and current problems of communist building has increased. The number of students in the party study system studying the components of Marxism-Leninism had tripled in the 1984-85 academic year compared with the beginning of the 5-year plan. Problems of the ideological struggle are discussed at seminars by scholars, economic and party workers, and specialists in the national economy. Political and economic studies play a growing part in the class education of members of society.

The contribution of studies, especially economic studies, to the ideological backup for national economic tasks is becoming more perceptible. Studying with workers, specialists, and leaders enriches people with the necessary knowledge and has a marked effect on enhancing their labor activeness. A leading place in the content of economic education belongs to questions of scientific and technical progress, the saving of material resources, the implementation of the USSR food program, and the development of the country's agroindustrial complex. Leading production experience and progressive methods of economic management are being widely studied.

All these positive aspects of political and economic studies merit continued development. At the same time party committees have not yet succeeded in achieving substantial advances in the eradication of formalism and the improvement of the quality of studies. Political studies are often divorced from life and consist solely of imparting information. Many communists make poor use of the knowledge they have acquired in their labor and public activity and in educating young people. The inadequate economic training of some leadership workers, specialists, workers, and kolkhoz members retards the process of intensification of production and the application of progressive forms of labor organization and new methods of economic management. There are also serious shortcomings in work with propaganda cadres and in providing scientific and methodological backup for political and economic studies. Party organizations must analyze in depth the results of the last academic year, make an exacting assessment of the state of affairs, draw conclusions, and take them into account in preparing and providing for courses for the 1985-86 academic year. To this end, these questions should be examined at party meetings and conferences of the party aktiv.

In essence the next academic year is divided into two periods -- pregress (October-February) and postgress (March-June). The first coincides with the report and election campaign in the party organizations of oblasts, krays, and republics and the discussion of the drafts for the new edition of the CPSU program and the basic guidelines for the economic and social development of the USSR for 1986-1990 and for the period through the year 2000. After the publication of these documents it is planned to hold three special courses.

From the beginning of the academic year until the congress, the basis of the content of party, komsomol, mass political, and economic studies will be the materials of the CPSU Central Committee April (1985) Plenum and the conference at the CPSU Central Committee on questions of accelerating scientific and technical progress, and other pregress documents. In order to ensure the practical implementation of the demands, conclusions, and principles they contain, it is important to reveal during courses the content of the party's new approaches to the assessment of the level of development actually achieved and to the resolution of social, economic, scientific, technical, ideological, and educational problems. Every student should be made aware of the nature of and vital need for the party's course of scientific and technical renewal of production and the attainment of the world's highest level of labor productivity, the improvement of social relations, the deepening of socialist democracy and socialism's inherent social justice, and the considerable improvement of soviet people's working and living conditions.

The systems of political and economic studies, which take in more than 60 million people every year, have the potential for actively influencing people's convictions and effective actions and cultivating in them such practical qualities as competence, efficiency, socialist enterprise, a feeling for the new, and the ability to use internal reserves for growth and combat extravagance and losses. Every course can and must influence the molding in our cadres and in all working people of up-to-date political and economic thinking and the ability to think in a statesmanlike way and work in the new way, at the level of the party's demands. What is most important in all forms of Marxist-Leninist studies is to ensure that they are linked as closely as possible with life and with the tasks being resolved by the party and all the soviet people at the present stage of society's development.

It is recommended that in all forms of political and economic studies the new academic year begin with a lesson on the topic "using all potential and reserves for the successful fulfillment of the 1985 plan and socialist pledges and for a fitting greeting for the 27th CPSU Congress." The main purpose of the first lesson is to help the students to gain a profound awareness of the exceptional importance and urgency of the tasks set by the party and to orient everyone toward active, effective participation in their implementation in the course of the pregress socialist competition, in the discussion of control figures for the new 5-year plan, and in the discovery of reserves for economic growth at the work station, in the team or sector, and in the labor collective of the association, enterprise, or institution.

In all forms of study where courses begun last year were not completed, they should be continued. Party committees and institutes and offices of political

enlightenment must organize study plans so as to ensure that they can be completed before the congress. The content of each subject should be enriched with the ideas and propositions contained in the pregress party documents.

For the system of Marxist-Leninist education, and above all for students at schools of the fundamentals of Marxism-Leninism, schools of scientific communism, and theoretical and methodological seminars who completed study programs in 1984-85, it is expedient to recommend studies on the following subjects for the period before the congress: the acceleration of the country's socioeconomic development -- an urgent task for the party and all the soviet people; topical problems of the qualitative transformation of society's material and technical base; the party's course of improving society's political system, strengthening order, organization, and discipline, and establishing a sober way of life; the strengthening of international peace and the strengthening of the socialist countries' positions in the world arena. The study of these questions will help to prepare students for profound comprehension of the decisions of the 27th Party Congress and the new edition of the CPSU program.

Students at schools of scientific communism for teachers will continue to study the course on "the reform of general educational and vocational schools -- an integral part of the improvement of developed socialism," supplementing the study program with topics revealing the demands which scientific and technical progress makes on cadre training and the initial experience of implementing the reform and teaching young people the fundamentals of information science and the use of computer technology.

Party organizations must display maximum concern for stepping up ideological education work with young people and improving the quality and effectiveness of komsomol political enlightenment in the light of the CPSU Central Committee resolution "on further improving party leadership of the komsomol and increasing its role in the communist education of young people." Particular attention must be devoted to the selection and training of propaganda cadres in the system of komsomol political enlightenment.

Ensuring that a policy of thrift is pursued is one of today's most pressing tasks. Labor collectives will be helped considerably by the organization of the study of the special course on "reserves for savings and thrift -- into play" at schools of communist labor. Here it is important to concentrate the efforts of propagandists and students on the analysis of the course of fulfillment of the plan and pledges and the development in everyone of the ability to discover reserves, justify and record individual and collective personal records of savings, and seek to prevent losses. The cultivation of proprietorial qualities in every member of society can only be achieved on the basis of knowledge, in the process of a real struggle for savings.

The CPSU Central Committee and USSR Council of Ministers examined the question of the wide dissemination of new economic management methods and the intensification of their influence on the acceleration of scientific and technical progress. From the beginning of 1986 many sectors, associations, and enterprises are to go over to new economic management conditions. In this connection the schools of concrete economics, economic seminars, schools of the party and economic

aktiv, people's universities, and other forms of education could organize studies under the new program "from the experiment to the new system of economic management."

In the new academic year crucial tasks lie ahead for organizing economic studies for rural working people. A considerable improvement in the economic training of leaders, specialists, kolkhoz members, and workers and the wide application of economic management methods are decisive conditions for a radical turn toward the intensification of agricultural production on the basis of scientific and technical achievements. There is an urgent need to carry out a kind of universal education on questions of financial autonomy and the collective contract. To this end, the study course "financial autonomy and the collective contract on kolkhozes and sovkhoses" is recommended for kolkhoz members and sovkhos workers, and "the organization and leading experience of the introduction of financial autonomy and the collective contract in the countryside" for specialists and leaders.

As is indicated by the experience of rural workers' studies in Kiev Oblast and a number of rayons in other oblasts of the Ukraine, study sessions in these courses are best held in integrated schools of communist labor for communists, komsomol members, and nonparty people. Students include all the workers from a team, livestock unit, or link who are working to a single contract. Studies for kolkhoz, sovkhos, and association leaders and specialists take place at schools of the party and economic aktiv, rayon universities of agricultural and economic knowledge, and various forms of schools for improving qualifications.

After the 27th CPSU Congress all forms of party, komsomol, and mass political studies and economic education for working people are to go over to the study of the congress materials and documents. Special courses will also be introduced in all faculties and departments of the universities of Marxism-Leninism.

The success of Marxist-Leninist education in the next academic year can only be ensured if there is a stepping up of party leadership of this sector of work. It is necessary to organize prompt briefings, instruction, and study for propaganda cadres at courses and seminars and to step up the responsibility of every communist and all working people for increasing their own political and economic knowledge and applying it in practical work.

Much will depend on improving study methods and ensuring the theoretical level and practical orientation of studies. In this regard, it is worth applying everywhere the well known experience of the propagandists of Moscow City and Oblast, Leningrad, Vladimir, East Kazakhstan, Donetsk, Ivanovo, and Sverdlovsk Oblasts, and other Oblasts in the organization of practical studies and direct participation by students in the discovery of reserves, the economic substantiation, discussion, and adoption of their own socialist pledges and personal and collective plans for increasing labor productivity and saving resources, and rationalization and inventing activity. Every labor collective has the potential to involve all agitators, political information workers, and people's controllers in studies in various forms of party and economic education, to improve their political and economic training, and to increase their militancy and activity in fulfilling society's instructions.

The Party Central Committee has instructed the all-union house of political enlightenment under the CPSU Central Committee, the Central Methodological Council for Economic Education, the Councils for Marxist-Leninist Education of the USSR Ministry of Education and Ministry of Culture, and all sector councils for economic education to prepare study plans and programs on the new subjects, and also to amend those programs which will continue to be studied. The journal POLITICHESKOYE SAMOOBRAZOVANIYE, the weekly EKONOMICHESKAYA GAZETA, and sector journals will publish studies and educational material on the topics and courses recommended for study.

The main purpose of political and economic studies and of every lesson is to help students and labor collectives to operate actively and without delay, with a knowledge of their job, and in an innovative, well organized, and responsible way, to implement the decisions of the CPSU Central Committee April (1985) Plenum and the party's line of accelerating the country's social and economic development, improving the level of organization and discipline, and developing the working people's initiative in every way.

Preparing for the 1985-86 academic year and ensuring effective work by all forms of Marxist-Leninist education must be regarded by all party organizations as an organic, integral part of their multifaceted activity to ensure a fitting greeting for the 27th CPSU Congress and fulfill its decisions.

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EDUCATION

CONFERENCE ON COOPERATION BETWEEN SCHOOLS, INDUSTRY REPORTED

Moscow UCHITEL'SKAYA GAZETA in Russian 8 Jun 85 p 3

[Article prepared by L. Dorokhov, UCHITEL'SKAYA GAZETA's own correspondent, and K. Kovalevskiy, special correspondent: "Labor--Teacher, Labor--Educator"]

[Text] Our paper already reported that an All-Union Scientific-Practical Conference on Problems of Labor and Professional Training of Students and the Organization of Their Socially Useful and Productive Labor took place in Sverdlovsk. Below, in abbreviated exposition, are published the reports and summary notes about the speeches heard at the plenary sessions.

Along with Industry

The report of the USSR first deputy minister of education, F. G. Panachin, was devoted to the cooperation between schools and industry as the most important condition of a basic improvement in the training of students for work in the national economy.

The transfer of the economy of the country to the intensive path of development and the securing of the consistent growth of production efficiency, he said, increase the demands on workers--the main reserve for the acceleration of economic development. The basic improvement of the labor training of young people, including school children, has become an urgent necessity. We emphasize the fact that this task is not only for the schools. The active participation of enterprises and organizations, branch ministries and departments in the creation of the necessary conditions for training of school children for labor and its organization is discussed in the Main Directions of the Reform of the General Education and Vocational School, the decrees of the April [1984] Plenum of the CPSU Central Committee, the USSR Supreme Soviet, and in a number of other party and government documents.

The purpose of labor training in the incomplete secondary school is to bring the students to the conscious selection of the path of a complete secondary education and vocation, which they will master in secondary vocational-technical schools and secondary special educational institutions. The graduates of the secondary schools must receive vocational training and consciously select their further path of life. An important element of labor training must

must be socially useful, productive labor, organized in such a way as to yield a concrete result for the national economy. This is taken into account in the new model curriculum, where more than 2,000 hours--more than twice the number in the existing one--are allotted for labor and vocational training and training practice.

It has been established that the introduction of the new programs for labor and vocational instruction in obligatory socially useful and productive labor must be realized during 1986-1990 step by step, according to the creation of the necessary conditions. Meanwhile, in a number of places, haste is being manifested, without any concern for the creation of a solid material base. In some schools, almost all the students make shambles out of the packing boxes or glue packing boxes together. Students are sent to enterprises, without any thought having been given to the types of work available to them or to the appointment of tutors. In so doing, of course, one cannot count on any positive educational effect. We must hurry, but with the creation of the conditions of rationally organized and pedagogically expedient labor that is closely linked with polytechnical and vocational instruction. We must hurry with the creation of the conditions of vocational instruction for all students of the 8th to the 11th (12th) grades, which meets the requirements for the training of cadres of the national economy.

The speaker characterizes further the changes in the content of labor training by levels instruction, emphasizing that vocational orientation work must begin in elementary school.

The drafts for the model programs of labor instruction in the 5th-7th grades will soon be confirmed. It is very important to strengthen the material base of labor instruction in this link. At present many school shops are not very suitable for serious work, and here and there they do not exist at all. With the assistance of the base enterprises, this situation must be corrected.

Practice shows that the base enterprise alone can seldom organize the productive labor of students as it should be. So the efforts of several schools and enterprises must be united. An example of this is the inter-school educational-production shop of Kalinin Rayon in Moscow. It was created by 8 enterprises. In it study and work 1,200 students of the 4th-8th grades of four schools.

In the national economy, there are several thousand worker's professions, many of them are difficult and require a great deal of time for training. There are also quite a few that are contra-indicated for young people. This is taken into account in the Provisional List of Professions approved in September 1984 by the USSR State Committee for Labor and Social Problems, the USSR State Committee for Vocational and Technical Education, the USSR Ministry of Education, and the AUCCTU. At the same time, signals are being received about the fact that it does not include some professions for which training of senior students has been going on for a long time and that it hinders the training of specialties that are important for this or that region and sector. Taking this into account, it is necessary to seriously review the list in the near future jointly with the branch ministries and departments.

The USSR Ministry of Education and the USSR Academy of Pedagogical Sciences, with the participation of the USSR State Committee for Vocational and Technical Education, are preparing programs of vocational training in the 8th-11th (12th) grades. Now the branch ministries and departments are also being involved in this. This work should be completed in 1987.

It is necessary to expand the training of students in inter-school educational-production combines in professions that have to do with the operation of the means of electronic computer equipment: Computer operators and operators for the preparation of data for computers, and others. It has been established that such training is organized by the enterprises to which educational-production combines have been assigned. They create the educational-material base and allot the specialists. A matter of urgent importance is the supply of the combines with programs and educational supplies.

Not long ago, the USSR Ministry of Education, by agreement with the USSR Gosplan, the USSR State Committee for Labor and Social Problems, and other ministries, departments and organizations, approved a decree on the organization of socially useful and productive labor of the students of general education schools and new provisions concerning the inter-school educational-production combine and the school production combine in the kolkhoz and sovkhoz. They should be fully taken into account in organizing labor and vocational training. At the same time, many questions must be decided at the local level, must be decided creatively and with initiative.

Closest to production and most effective in the educational respect is the labor training of school children in educational shops and in sectors of enterprises and farms. This is where work places must be created first of all, as this is being done, for example, in the shops of the Volga Automobile Plant in the city of Tol'yatti.

Promising is the organization of the productive labor of school children at the base of secondary vocational-technical schools. In 15 out of 42 vocational-technical schools of Ryazan Oblast, 1,300 pupils of 32 schools are going through labor training. Similar experience exists also in Magnitogorsk and other cities. It is necessary to expand it more broadly, being guided by the Decree on the Base Enterprise of the Secondary Vocational-Technical School recently approved by the USSR Council of Ministers.

In concluding, the speaker briefly reviewed such questions as the pedagogical preparation of the workers of enterprises and farms who have come to the school today, the conditions of their work, and the effectiveness of all lessons, without exception, on the labor formation of the students.

Going toward the 27th Congress of the party, the workers of the schools, together with our entire public, are called upon to do and will do everything necessary for the successful realization of the decisions of the April (1985) Plenum of the CPSU Central Committee.

The Soviets of Peoples Deputies and the Reform

The reform of the general education and vocational schools demanded a significant increase in the level of the organizational work of the Soviets of People's

Deputies with respect to the guidance of the whole complex of school affairs and labor training in particular.

To solve the new tasks, it was necessary to interpret the experience that has been accumulated, O. I. Lobov, the chairman of the Sverdlovsk Oblispolkom told the conference: to be more actively concerned with labor training, and to make calculations for the future for every city, work settlement, and village. This is how the draft for the comprehensive program for the realization of a reform, approved by the oblispolkom, was developed. It was carefully reviewed in the RSFSR Gosplan and in a number of union and republic branch ministries. It is a pity, of course, that some leading ministries of Sverdlovsk Oblast--the USSR Ministry of Ferrous Metallurgy, the USSR Ministry of Nonferrous Metallurgy, and the USSR Ministry of Light Industry and some others--have not done this to date.

In order to equip every administrator with the general methodology of the approach to school affairs and concerns and to determine [their] place in the execution of the overall program, [meetings of the] aktiv, sessions of the ispolkoms of the local Soviets, seminars and scientific-practical conferences were held in the oblast on a regular basis. Who should do what, when and why for the success of the reform--that was the essence of this great work.

In the oblast, attention is being given to the continuity of work in labor training between kindergarten, school, educational-production combine, vocational-technical school and base enterprise. 95 percent of the Sverdlovsk first-graders come to school from kindergarten. Therefore, the small children receive the first work habits not only in the family, but also in the pre-school institutions.

In many kindergartens, special rooms are equipped for the most simple work with wood and other materials. A problem arose: It is difficult to obtain instruments that meet the requirements of aesthetics and the All-Union State Standard. Until it is solved on a general scale, the Sverdlovsk school children manufacture all necessary equipment and inventory in the shops and educational-production combines for small children.

In order to consolidate the acquired habits, a cabinet of labor training has been created in every school for pupils of the 1st-3rd grades. Combined shops for technical work and cabinets of service labor have been equipped. At present, a program for their modernization through the efforts and means of the enterprises has been developed.

During the past school year, 73.5 percent of the senior students in the oblast received labor training in 48 types of work and 106 specialties. In school shops, in vocational-technical schools, and in educational-production combines, one can today see the most modern plant machine tools, including those with numerical program control and microcomputers. The rising generation, the speaker emphasized, must be taught using the most modern equipment. But here, too, a problem arose: How to keep this equipment running in such a way as to operate it with maximum efficiency.

In the report, questions of vocational-technical education, the development of the vocational-technical schools and their material base were thoroughly reviewed. One of the chief problems is the lack of prestige of some of the professions, especially in construction. In Sverdlovsk Oblast it is being solved, by observing and supporting everything new to which life gives rise. When in the Nizhnetagils'skiy House-Building Combine they became seriously concerned with the propagation of the construction professions in the schools and vocational-technical schools, the lads went to construction jobs. And even a whole class from the Boarding School No 1. They were not only welcomed, but, above all, they were given assistance. A Komsomol youth brigade was created. L. S. Pisarenkov, Honored Builder of the RSFSR and an honored citizen of the city, was designated as their tutor.

The speaker also told about another path for the quick formation of the young worker--when the entire plant collective becomes the teacher and tutor of the students of the vocational-technical schools. The fact that this is possible is indicated by the example of the Severskiy Pipe Plant and the Rural Vocational-Technical School No 47. The plant collective regards the school as its shop. Here they are concerned about the conditions for study and recreation of the lads, they know their needs and feelings. They treat those who have come for practical training to the brigade as equals. They are included in the collective of the plant, they are issued a small labor book, and they place them in a temporary Komsomol register. The probationers are taught using the latest equipment and are acquainted with advanced methods of labor and with the traditions of the labor collectives.

In Sverdlovsk Oblast, meetings take place between the administrators of party and Soviet organs and various categories of workers of the school and the system of vocational-technical education and with the students. At such meetings, the course of the reform and the difficulties of its implementation are most often brought to light. But they also help to concentrate and direct efforts and to solve them.

Training the Modern Worker

Analyzing the ways and means of increasing the quality of the training of skilled workers, the chairman of the USSR State Committee for Vocational and Technical Education, N. A. Petrovichev, comprehensively reviewed questions of the improvement of the educational and training process in the rural vocational-technical school.

The scientific-technical revolution leads to fundamental changes in the technology of production, which presents new demands not only on machines, but also on those who create these machines and control them. The reduction of heavy, largely unskilled labor is proceeding intensively and new professions of a broad profile are developing. If previously there were more than 24,000 professions, now their number has been reduced to 6,500.

And this means that the modern worker must possess a broad horizon, diverse labor habits and the skill to execute any work in production sectors that are technologically related. Precisely such a worker, in the first place, is the pioneer of the introduction of advanced forms of labor organization.

N. A. Petrovichev emphasized one of the qualities of the system of vocational-technical education--its dynamism and mobility, its ability to respond to changes in production that are determined by the scientific-technical process. Already beginning with this year, there is an expansion in the training, in the rural vocational-technical school, of skilled workers for the creation and operation of new equipment, and the subject "Fundamentals of Programming and Computer Technology" is being introduced. Simultaneously automatic training systems will be introduced more broadly into the educational process. In addition, a special subject "Progressive Forms of Labor Organization and Stimulation" has been introduced for all professions.

Another requirement of the reform is also being successfully realized--the output of useful production in the vocational-technical schools and the execution of difficult types of work in accordance with the orders of the base enterprises. During the time of their practical work, the lads turn out production valued at almost 2 billion rubles. At present measures are being developed to increase the output to 3 billion rubles.

Taking into account the fact that the labor of the modern worker is increasingly filled with intellectual content, the time for the study of theoretical material has been increased. For the first time, the enumeration of the general technical disciplines has been optimally unified. Four subjects will be common subjects for all professions: "Information Science and Computer Technology", "Electrical Engineering with the Fundamentals of Industrial Electronics", "Material Science", and "Technical Drawing". For those who will begin to work in conditions of automated production, the subject "Automation on the Basis of Computer Technology" is being introduced.

The speaker singled out the most important aspect in the training and education of a worthy replenishment of the working class--the unity and continuity of theoretical study, production practice, and work done outside the lessons. During the past school year, technical creativity, physical culture and sport, and amateur talent activities acquired a broad scope in the rural vocational-technical school, which has a beneficial influence on the many-sided development of the students, helps to organize reasonable leisure and to normalize everyday life. One of the most important results of the first year of the reform of the vocational school, N. A. Petrovichev emphasizes, consists in the fact that a new replenishment of tutors has arrived in the rural vocational-technical school--experienced foremen and production workers, confirmed educators of the rising generation of workers.

Unified Vocational Orientation System

The problems of the formation of a state system of vocational orientation for young people in the country was reviewed by L. A. Kostin, the first deputy chairman of the USSR State Committee for Labor and Social Problems, who gave a report.

On the broad plane, vocational orientation includes orientation or propagation of vocations proper, consultation, selection and adaptation. These are four basic and interrelated links of vocational orientation work that is being conducted by the schools and vocational-technical schools, the institutions of

higher and secondary specialized education, enterprises, and organs of labor, with the participation of public organizations and the mass media.

The schools have accumulated significant experience with respect to vocational orientation of students. But the effectiveness of vocational orientation is still extremely inadequate. It seems it is justified to raise the question about the comprehensive study of the personality of the pupil and his psycho-physiological features. For this, all socio-psychological services must be involved--the methods councils for vocational orientation of the departments of public education, the vocational consultation centers of other systems, and the VUZ's.

The systems of vocational-technical education and of higher and secondary specialized education are called upon to significantly strengthen the propagation of the professions, especially those of the technical type, among the pupils and their parents. And, of course, this work must not reduce itself to recruitment into "their own" educational institution. What this leads to is indicated by the data of selective surveys: Up to 15-20 [percent] of those enrolling in the vocational-technical school prove to be unsuitable for the chosen profession, up to 20-30 percent of those graduating from vocational-technical schools do not show up at the places of allocation, and 40 percent change their profession. Something similar, unfortunately, happens also in the tekhnikums. Evidently, the time has come to begin to form vocational intentions beginning with the 5th-6th grades.

With joint efforts it is necessary to orient young people simultaneously also toward the working professions, and toward those which require a secondary specialized or higher education, taking into account the requirements of the regions, especially the new ones.

During the past 8-10 years, the introduction of scientific methods of vocational orientation, vocational selection and vocational adaptation has begun in sectors of the national economy. Already more than 500 cabinets and laboratories have been created in enterprises of the Ministry of the Radio Industry, the Ministry of the Aviation Industry, the Ministry of Instrument Making, Automation Equipment, and Control Systems, and the Ministry of Tractor and Agricultural Machine Building.

It cannot be said that the organs for labor have already advanced to those positions which they should occupy in coordinating the work in regard to vocational orientation. But they have begun to participate more actively in inter-departmental and coordination councils, in commissions on vocational orientation and employment of young people. Joint study with the organs of public education of the state of vocational orientation activity and the development of measures for its improvement goes into the practical work. Such experience is available, in particular, in Latvia, Armenia, and Uzbekistan, and it must be disseminated everywhere.

There is still one other very responsible task: To expand the network of territorial centers of vocational orientation. In the 12th Five-Year-Plan, it was projected to gradually create another 175 such centers. The main difficulty here is connected with the selection of personnel.

The broad development of vocational orientation work is impossible without a serious improvement and expansion of scientific research. It is being conducted in the subdivisions of the USSR Academy of Pedagogical Sciences, the USSR Ministry of Health, and the USSR Ministry of Higher and Secondary Specialized Education, in a number of institutes of the UkSSR Academy of Sciences, and other scientific institutions and VUZ's of the country. However, many shortcomings in this activity are caused to a significant degree by the undeveloped theoretical conceptions of socialist vocational-technical orientation. This important task must be solved, evidently, by the forces of the institutes of the USSR Academy of Sciences and the Academy of Pedagogical Sciences.

Among the most urgent scientific-methodological questions is the development of professionograms and profession classifiers. At present, almost every enterprise which has a vocational orientation service, expending a significant amount of time and funds, independently creates and circulates short descriptions of professions in the form of booklets and pamphlets. At times such publications are called professionograms. In actual fact, these are no more than auxiliary materials for vocational information.

The question of cadres for the system being created appears paramount to us. They are needed already in the immediate future, and it would be expedient to specialize the students of the senior courses of a number of faculties of universities, pedagogical and medical VUZ's in the sphere of the vocational orientation of young people and of vocational selection. We must organize the retraining and skill improvement of the workers who practically are already engaged in vocational orientation, including, of course, the teachers of the schools.

The creation and development of a state system of vocational orientation is an extremely complicated and difficult matter, but it will be conducive to the improvement of the labor training of young people and to the all-round development of the person.

Geography of the Search

A wide range of problems, the geography of the search, and the first experience of the realization of the reform were illuminated in the communications at the plenary sessions. A. M. Roganov, secretary of the Moscow City Committee of the CPSU, talked about the practice of the administration of labor and vocational training. The efforts of the raykoms and the gorkom were aimed at coordinating the operations of the pedagogical and labor collectives and at securing their unity and businesslike cooperation.

The schools of Moscow are assigned to base enterprises. New educational shops and sectors are being created, and work places for pupils are being assigned on the rights of structural and production subdivisions. Plans call for the reorganization of educational shops into inter-school educational-production shops, which work in accordance with the orders of the enterprises.

A system of labor training and education has taken shape in Moscow, it has been provided with a material base. The party organizations of the capital are concentrating their efforts on the labor training of pupils of the 4th-8th grades

and on the completion of the vocational training of 10th graders directly in industry. Promising is also an experiment--the creation of secondary schools with intensified mastery of worker's professions.

The distinctive feature of the first year of the reform consists also in the fact that the evident turn of the enterprises and their trade union organizations to the schools and the vocational-technical schools has been clearly determined now. This thought was singled out by L. A. Zemlyannikov, the secretary of the AUCCTU.

The trade unions have begun to do a better job of planning the work with the schools and vocational-technical schools. The obligations in regard to the execution of the reform and the training of young people have become more concrete. At the same time, analysis shows that the questions of the labor training of pupils and the allotment of work places, especially for professions connected with the acceleration of scientific-technical progress, are in need of greater attention by the trade unions.

One of the acute problems, approaches to which are being sought by many collectives--is the labor training of children in the family. Here the commissions of the trade unions for the assistance of the family and school are called upon to do a great deal. Their composition includes about 1.3 million trade union activists. This is an enormous force, it helps to strengthen the interaction of the commissions of the trade unions of the base enterprises and the pedagogical collectives of the schools.

But these are still first steps. We need a search for new paths leading to the family, where the moral values and labor habits of the child are established.

Love for work, L. I. Shvetsova, the secretary of the Central Committee of the Komsomol, emphasized, begins with a small, but without fail concrete matter. For example, with the participation in the All-Union operation "The Pioneer Motor Transport Column" or in the pioneer fusion dedicated to the 40th anniversary of the Great Victory. The lads are proud of the fact that their rails are laid in the BAM line, that buses and trolleybuses with the plate "Pioneer" are plying the roads. But frequently, unfortunately, the adults do not ponder over the educational value of children's affairs. In out-of-the-way places, the scrap metal rusts for months, the waste paper collected by the children is simply burned. Every such bonfire sings the child's consciousness of the resentment for the uselessness of its labor.

It is impossible to talk about the labor training of children in general, A. I. Shvetsova emphasizes, without seeing in so doing the eyes of the concrete child, who is educated not only by work itself, but also by the attitude of the adults to it. In realizing the ideas of the reform, we must adjust the educational consequences of our undertakings and acts.

The efforts of the scientists of the USSR Academy of Pedagogical Sciences, its president, M. I. Kondakov, emphasized, are concentrated, first of all, on the fuller application, in practice, of the Marxist-Leninist principles of education and the development of the personality.

The institutes of the academy have prepared drafts of model programs for labor training and education and are developing new training appliances and visual aids, models and experimental models of modern technical means of training and school equipment. The volume of work in the preparation of educational-methodological literature is also great. It will be published along four directions: For the pupils, for the students of vocational-technical schools, for the teacher of labor training, and for the master of vocational-technical education. The expansion of the social function of the general education school--the transition to universal vocational education, requires both basic research and the development of educational aids.

At the end of the past year, the report of the Tartu Party Gorkom on the first results of the reform was heard at the Buro of the Central Committee of the Communist Party of Estonia. This helped to increase the role of the city and rayon party committees, to concentrate attention on the basic problems of labor and vocational training, and to assist the schools, rural vocational-technical schools, organizations and enterprises to overcome dissociation and duplication, said R. E. Ristlaan, the secretary of the Central Committee of the Communist Party of Estonia.

In the republic, an important task is practically being solved--the training, in every city and rayon, of personnel basically through local young people. Interesting and valuable work is being done by Estonian pupils with respect to the organization of public services and amenities and the restoration of cities and settlements (operation "Native City"), in the labor association "Estonian Druzhina of Pupils". A part of its detachments works every year in other union republics, and its composition includes detachments of pupils of the Russian Federation, the Ukraine, Georgia, the GDR and Hungary. Thus, international friendship is strengthened and fraternal relations are reinforced in joint labor. N. F. Krasnov, the USSR first deputy minister of higher and secondary specialized education, devoted his speech to the training of engineering and pedagogical personnel for schools and rural vocational-technical schools. To-day 20 chairs of pedagogy and psychology have been created in the technical VUZ's. Required courses have been introduced in the curricula of the engineering and pedagogical departments that deal with the scientific organization of labor in the educational process, with the fundamentals of vocational orientation, and other disciplines which develop in the future educator the ability to organize the work of the pupil and secure the consciousness of the choice of a profession. The VUZ's and tekhnikums are introducing elements of computerization in the educational process, which will give the young specialists the habits of working on computers.

The very rich experience accumulated by schools and progressive kolkhozes and sovkhoses, and by the organs of public education and agriculture long ago showed ways of solving the most acute social problem--the training and attachment of cadres in the village. But only now, in the conditions of the reform, is there the possibility of underpinning this process with a solid material and legal base, according to V. G. Kozlov, the USSR deputy minister of agriculture. By the second year of the reform, the rural schools have at their disposal more than 30,000 shops and educational cabinets for motor and tractor affairs, they have been allotted a great deal of agricultural machinery and equipment, and 700,000 work places. Their full-fledged utilization is a difficult matter and

requires the constant attention of the agricultural organs, administrators and farm specialists.

At the concluding plenary session of the conference, F. Ye. Shtykalo, USSR deputy minister of education, gave a review of the work of the sections. In the sessions of 4 sections, 58 reports were heard that comprehensively illuminated the problems of the labor training and vocational orientation of pupils. Those who spoke--teachers, directors of schools and vocational technical schools, scientists, administrators of party and Soviet organs, workers of departments of public education, committees of vocational-technical education, the trade union and the Komsomol--analyzed the experience of the first year of the realization of the reform, set forth further prospects, brought to light difficulties, blunders and shortcomings.

At the section sessions a number of constructive proposals and critical remarks were made. They were taken into account in the completion of the draft of recommendations approved by the All-Union Scientific-Practical Conference.

G. S. Strizhov, deputy chief of the Science and Educational Institutions Department of the CPSU Central Committee, who presided, in closing the conference, on behalf of all its participants, expressed sincere appreciation to the Sverdlovsk people for creating excellent working conditions and presenting the possibility of becoming acquainted with their experience.

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CSO: 1828/162

EDUCATION

CARTOON COMMENTARY ON EFFECT OF EDUCATIONAL TRAINING

Moscow TRUD in Russian 14 Aug 85 p 4

[Text]

COURSES RAISE
QUALIFICATIONS



--How could someone not lose
his qualifications at these
endless courses...

Drawing by S. Nechayev

CSO: 1828/234

DEMOGRAPHY

BROCHURE ON DEMOGRAPHIC PROBLEMS IN BESSR CRITIQUED

Minsk KOMMUNIST BELORUSSII in Russian No 7, Jul 85 pp 94-96

[Review by S. Pol'skiy, professor, of brochure "Vosproizvodstvo naseleniya Belorusskoy SSR" [Population Reproduction of the BeSSR] by L. P. Shakhot'ko, Nauka i tekhnika, Minsk, 1985]

[Text] This work is the result of many years of research into the population problems of our republic. The reader finds out about the growth and special features of the reproduction of the population on the territory of Belorussia from the prerevolutionary period to the 1950's. The demographic development of the BeSSR during the 1960's to the 1980's, and mainly during the last decade, is described.

For Belorussia, the common regularities of population development are characteristic that are typical in the country as a whole. Though there are distinctive features here (and the author talks about this), the size of the population of the republic changes unevenly from census to census. Only by the beginning of 1973 did it attain the prewar level of the population of 9.2 million people. The urban population in the republic is growing especially fast. During the four postwar decades, 31 new cities came into being in the BeSSR. Now we have a total of 97 cities and 112 settlements of urban type in the republic.

The important changes in the sex and age structure are noted in the work. On the basis of the data of the 1979 census, the high proportion of the population of working age (the highest for the entire history of the existence of the republic) is noted. This is explained by its high natural growth in the 1970's. However, today the situation is changing--small contingents of those born in the 1960's are entering working age, and "populous" age groups of those born at the end of the 1920's and the beginning of the 1930's are going into retirement. The growth of labor resources during the 12th and 13th five-year-plans will be especially low. To be more precise, there will not be any--since the number of those entering working age will be the same as the number of those leaving it. It is important to take this demographic feature into consideration in planning the socio-economic development of the republic for the near future.

A great deal of attention in the brochure is devoted to the problems of the formation of the family, its development and functioning, the stability of marriage. Regardless of the fact that a number of works have previously been

published in the republic, works devoted concretely to problems of the family*, L. P. Shakhot'ko does not repeat them, but supplements them.

The author calls attention to the significant reduction in the number of children in the families from generation to generation. In her opinion, this is related to the transition of the republic to a new type of population reproduction that is characterized by a low birth-rate and a low death-rate. This transition itself is called forth by the change of our life style: the employment of women in public production, the expansion of possibilities for their training, the reduction of infant mortality, value reorientations, etc. All this shapes the circumstances for the family with few children. For this reason, the author notes, a subject of special concern of the state is the development and practical realization of an effective system of measures that would create the material and moral interest in having no fewer than two to three children in every family.

The trend of the rejuvenation of marriage in the republic is noted. At the same time, the number of divorces is also growing. During the past 20 years alone, this indicator has increased by a factor of almost 4.5. Especially unstable are the marriages during the first five years of family life; they account for approximately 40 percent of the divorces. The first years are the most difficult ones for the family; this is a period of adaptation, the development of procedures, and the assignment of responsibilities. Housing and financial questions, too, are especially acute precisely during these years. All of this puts into the forefront the problems of the young family, which is in need of the attention, assistance and support on the part of the party and Soviet organs, as well as public organizations. Difficulties in the functioning of the modern family manifest themselves in all stages of its development. The task of strengthening the family is also at the present time one of the most important social problems of society's development.

The average life-span, the level of sickness rate and the death-rate are important indicators characterizing the socio-economic development of the country, the material well-being of the people, the health of the population, and the level of medical service. In the publication under review, significant attention is devoted to these problems as well.

After a long period characterized by a lowering of the death-rate and the increase in the number of people leading a long life, today we are again talking about a lowering of the life-span due to cardio-vascular and oncolological illnesses and traumata. Among the basic reasons of this phenomenon, the author mentions the slow-moving way of life, frequent stress conditions, the deterioration of the environment, the spreading of alcoholism and smoking. The increase in mortality among the older age groups is also affected by the fact that the people over 40 years of age practically all endured the ruinous influence of the war, even if they did not take part directly in military operations.

*I. G. Yurkevich, "Sovetskaya sem'ya, funktsii i usloviya stabil'nosti" [The Soviet Family: Functions and Conditions of Stability]; Z. M. Yuk, "Trud zhen-shchiny i sem'ya" [The Woman's Work and the Family]; L. F. Filyukova, "Sel'skaya sem'ya" [The Rural Family]; T. Ye. Chumakova, "Sem'ya, moral', pravo" [Family, Morality and Law]; S. N. Burova, "Sotsiologiya i pravo o razvode" [Sociology and Law on Divorce], and others.

Our party and state devote a great deal of attention to the preservation of the health of the people. In the 11th Five-Year-Plan, a number of measures are taken that are directed toward the prevention of illnesses and the health care system for the population, especially children. The increase in the quality of medical services has been put into the forefront.

The exacerbation of the problem of labor resources, in particular because of the reduction of their natural growth, and important regional differences in the demands of the national economy for personnel and the possibilities of satisfying them necessitate the more rational intersectorial and territorial distribution of manpower. In the monograph, a significant place is devoted to the basic instrument for the regulation of such processes--migration. The present migration trends of the population, as the author notes, do not always coincide much with the interests of the national economy. In particular, the problem of migration from the rural locality is acute.

The chief aim of the demographic policy, in the opinion of the author, is the formation of such deliberate settling as would conform to the objective requirements of social development. It is impossible to reduce here everything to the necessity of the elimination of the negative phenomena in the current demographic development. Without a scientifically-based approach to the solution of this question, one cannot manage even when the parameters of population reproduction are close to optimal. In such conditions, the role of demographic policy consists in their maintenance at the requisite level.

In characterizing the demographic policy measures, the author devotes special attention to economic measures. They include material assistance for children, wage increments, and the encouragement of families with many children from public consumption funds. In the opinion of the author, from the point of view of the long-term interests of socialist society, incentives from public consumption funds are most promising, since they have a number of advantages over the system of material special purpose payments: they have a positive effect on the labor activeness of the adult members of the family; they are conducive to the equalization of the situation of men and women in society; they are used more purposefully; and, finally, they secure equal possibilities for the all-round development of all children, regardless of the socio-professional membership of their parents.

In our view, the work would gain if the questions of the socio-economic structure of the population of the republic, in particular its social class structure, educational, skill and national composition, would find reflection in it. We would also like to mention that the title of the book, although on the whole it corresponds to its content, could be more precise and accurate. Especially if we take into account the fact that it is intended not only for scientists, but also for a wide range of readers.

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